

Science Scheme of Work

Year 2 – Habitats (Living things and their habitat)												
Links made with other subjects	Local geography field study – local area Geography – daily weather patterns											
The BIG Question	Why does an animal live there?											
The BIG Outcome	Present their learning about animals who live in the local area and explain why they are suited to it.											
Science objectives (link to NC)	- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats.											
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	Children already know: EYFS – Understanding the world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Yr 1 –Animals Including Humans (Types and Parts of Animals)											
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Yr 4 - Grouping living things and dangers to living things Yr 6 – Classifying living things											
Science strands	<table><tr><td>Related Enquiry Questions</td></tr><tr><td>Classifying</td></tr><tr><td>Based on the children’s own criteria: - classify food items</td></tr><tr><td>Observing over time</td></tr><tr><td>-Observe a life cycle (e.g. caterpillars, chicks, farm animals).</td></tr><tr><td>Pattern Seeking</td></tr><tr><td>Not relevant</td></tr><tr><td>Comparative testing</td></tr><tr><td>Not relevant</td></tr><tr><td>Researching</td></tr><tr><td>- Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet</td></tr></table>	Related Enquiry Questions	Classifying	Based on the children’s own criteria: - classify food items	Observing over time	-Observe a life cycle (e.g. caterpillars, chicks, farm animals).	Pattern Seeking	Not relevant	Comparative testing	Not relevant	Researching	- Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet
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Vocabulary/ Glossary	suited, suitable, basic needs, shelter, • Names of local habitats e.g. urban, pond, Oak Woodland, River Corridors (river aire), In Bye Pasture (Esholt/North Street Farm) , Hedgerows. • Names of micro-habitats e.g. under logs, in bushes, in hedgerows											
Knowledge (see italics for knowledge to remember)	The knowledge that children will learn and remember: <div><div>1.</div><div><i>Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food</i></div></div> <div><div>2.</div><div><i>plants have suitable features that help them to grow well.</i></div></div> <div><div>3.</div><div><i>The habitat provides the basic needs of the animals and plants – shelter, food and water.</i></div></div>											

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	<ol style="list-style-type: none"> 4. <i>Local habitats may be mainly urban in Idle (https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zw2syrd) with a broader range of habitats around Bradford</i> 5. <i>Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves.</i> 6. <i>These micro-habitats have different conditions e.g. light or dark, damp or dry</i> 7. <i>These conditions affect which plants and animals live there.</i> 8. <i>Our local urban habitat is most suited to insects, spiders, moths, snails and maybe foxes</i>
SEND expectations	<ol style="list-style-type: none"> 1. <i>Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food</i> 2. <i>plants have suitable features that help them to grow well.</i> 3. <i>The habitat provides the basic needs of the animals and plants – shelter, food and water.</i> 4. <i>Our local urban habitat is most suited to insects, spiders, moths, snails, some birds and foxes</i>
Common Misconceptions	<p>Some children may think:</p> <ul style="list-style-type: none"> - an animal's habitat is like its 'home' - plants and seeds are not alive as they cannot be seen to move - fire is living - arrows in a food chain mean 'eats'.