

Hook:

Minibeast and habitat hunt outside

What minibeasts can we find?

Where do they live?



Wriggle and Crawl

Focus: Science and History



Characteristic foci:

Respect + Wellbeing

Trip:

Conkers

Knowledge:

What are the 7 life processes?

How do we know if something is dead, alive or never been alive?

What is a food chain?

What does a plant need to grow and stay healthy?

What do humans and animals need to survive?

What is a habitat?

What is a micro-habitat?

Why do different animals need different habitats?

What is offspring?

Where do animals get their food from?

Who is David Attenborough?

Learning Journey:

Identify the difference between things that are living, dead, or have never been alive. How can we tell? What are the 7 living processes?

Learning Journey:

Look at 4 different types of habitats. Compare them. What type of animals live there and why? Do they have everything they need to survive? Go outside and see what minibeasts we can find in different habitats.

Learning Journey:

What is the difference between habitats and microhabitats? Go outside and see what microhabitats we can find and record them. What minibeast and type of plant would be living there and why?

Learning Journey:

Food Chains - What is a food chain? Where can animals get their food from? What is a predator? What is prey? Children to create their own food chains.

How does David Attenborough link to our topic? What is he trying to do? Watch an episode of David Attenborough - Insects BBC.

Vocabulary:

Habitat, Micro-habitat, Humans, Plants, Offspring, Animals, Water, Light, Temperature, Seeds, Bulbs, Mature, Food Chain, Predator, Prey, Insects, Needs, Survive, Urban, Pond, Woodland, Coastal, Life Processes, Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition

David Attenborough, Historian, Scientist, Environment, Planet, Impact

Curriculum Coverage:

Living things and their habitats

Explore and compare the differences between things are living, dead and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how 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.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

Notice that animals; including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (Water, food and air)

History - Significant historical events, people, places in their locality.

Skills:

To stay safe outdoors.

To handle insects with care.

To be able to identify different insects and habitats.

Label diagrams

Use observations to suggest answers and ideas

Identify and classify

Learning Journey:

Science experiment - Growing seeds in different conditions and making a prediction about what they think is going to happen. Where will the seed grow best and why? Does the seed have access to everything that it needs to grow and stay healthy?

Children will pot their own seeds and look after them themselves, who can grow/ look after their seed the best?

Display Plan:

3D David Attenborough

Include homework - Bug hotels, 3D minibeasts

Outcome:

Sharing everything we have learnt in our class assembly

Wriggle and Crawl

Focus: Science and History

What do they already know?

The names of a variety of common wild and garden plants, including deciduous and evergreen trees.

How to identify and describe the basic structure of a variety of common flowering plants, including trees.

What type of plants grow in their habitat

A little bit of knowledge about how flowers and vegetables grow from planting and observing them.

How will they remember it?

Recap prior learning from Year 1 at the beginning of the topic that links to new topic

Recap previous lessons at the start of each lesson

Class quizzes at the end of lessons

Play KABOOM

Make links between different topics clear to children to show how everything links together

Make links between what they learnt last year and how we are building on it this year

Key vocabulary to be displayed around the classroom

Key vocabulary word mats to support those who need it with learning new vocabulary

Which resources will I need?

Seeds

Pots x30

Cotton wool/ soil - depending on the seed

What do I need to know to be able to teach this?

What habitats and microhabitats can we found on the school field

Where on the school field is safe and accessible to go

Knowledge about David Attenborough