

**Advent 1**  
**Science Year 2: Living things and their habitats (Biology)**

**Scripture Link: Genesis 7:1-24**

**National Curriculum Objective**

**Enquiry Question: Where can plants and animals be found and why?**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	To identify and classify objects that are alive, dead and never been alive.	To explore what a 'biome' is	To identify different habitats and what they provide.
<b>Recall and Retrieval</b>	Know what classify means	know how to group objects into the 3 categories: alive, dead, never been alive. can identify minibeast habitats and why they live there	know what the word 'biome' means and can name some
<b>Sequence of substantive knowledge throughout the lesson</b>	I know what 'alive' means  I know what 'dead' means  I know how to group objects into the 3 categories: alive, dead, never been alive.	I know what the word 'biome' means  I know that each biome has a variety of habitats within it. (Biomes- rainforest, desert, grassland, temperate forest, tundra, savannah)	I know that animals and plants live in habitats  I know that their basic needs are met by that habitat.  I know that animals and plants depend upon each other.
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> </ul>
<b>Key Vocabulary</b>	Living, dead, never been alive,	suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.	suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.
<b>Main teaching activity</b> <i>If the school has another short term planning</i>			

<b><i>format, this does not need to be included.</i></b>			
<b>Scaffolding</b>	Teacher/TA scribe or children writing their own ideas	Children to use STEM sentences to answer in full sentences.  Teacher/TA can scribe or children can complete individually.	Teacher to model questioning the animals features to make a decision about where it might live.
<b>Challenge</b>	Challenge - Give children an egg box. 2 sections are for living, 2 for dead and 2 for never been alive. Send children around the school grounds in groups and see what they can find for each category.	Whole class listening- can participate with reading if required.  Children to record in books or use sheet.	Children can use the template provided or write straight into books.
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Stewardship -Learning from God's creation	Stewardship -Learning from God's creation	Stewardship -Learning from God's creation
<b>British Values</b>			
<b>Wider links</b>			

**Advent 1**  
**Science Year 2: Living things and their habitats (Biology)**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To understand what a 'micro-habitat' is.	To create a habitat.	To explore what a food chain is.
<b>Recall and Retrieval</b>	that animals and plants live in habitats that their basic needs are met by that habitat. that animals and plants depend upon each other.	what is meant by 'micro-habitat' can give examples of different micro-habitats. can identify animal habitats	know what that habitat needs to provide. Can describe and name some biomes Can identify the key stages of a life-cycle.
<b>Sequence of substantive knowledge throughout the lesson</b>	I know what is meant by 'micro-habitat'  I can give examples of different micro-habitats.	I know what type of habitat suits which type of creature.  I know what that habitat needs to provide.	I know what a food chain is  I can describe how animals obtain their food from plants and other animals  To identify and name different sources of food
<b>Key Skills/disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> </ul>	<ul style="list-style-type: none"> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>
<b>Key Vocabulary</b>	suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland, names of micro habitats e.g. under logs, in bushes etc.	suited, suitable, basic need, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland,	Sources, plants, animals, food chain, habitat, basic-needs, suitable
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			

<b>Scaffolding</b>	Children to look at the equipment and teacher to model correct use of each piece of equipment.	Adult support for construction if needed.	Visual aids, Picture cues
<b>Challenge</b>		Challenge to make it in a safe space – what do they need to consider?	Stem sentences.
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Stewardship -Learning from God's creation		Stewardship -Learning from God's creation
<b>British Values</b>			
<b>Wider curriculum links</b>			