

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: Science Year Group: Year 1/2		Area of learning: Living Things and their Habitats (Year A)
Links to previous work/Remember when	<ul style="list-style-type: none"> Children have spent time within EYFS looking at plants and animals which are found in and around the school grounds. They have also spent some time learning about the differences between things that are living, things that are dead, and things which have never been alive. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and a that they can be answered in different ways. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Identify and classify. 	
Term	Year 1/2	Key Skills to be taught
Summer 2023 What the children should know at the end of this series of lessons		<p>i. Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>ii. 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.</p> <p>iii. Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>iv. 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.</p> <p><u>Working Scientifically</u></p> <p>i. asking simple questions and recognising that they can be answered in different ways</p> <p>ii. observing closely, using simple equipment</p> <p>iii. performing simple tests</p> <p>iv. identifying and classifying</p> <p>v. using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> vi. gathering and recording data to help in answering questions

Vocabulary

Living, dead, never alive, movement, reproduction, sensitivity, growth, respiration, excretion, nutrition, food chain, predator, prey, habitat, dependence, omnivore, herbivore, carnivore, marine, producer, consumer.

Sequence of learning	Objectives and teaching sequence
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1	<p>i) Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <ul style="list-style-type: none"> • Look at a live spider, a dead spider and a toy spider. • Identify the differences between the live and dead one? • What about the live spider and the dead one? • How can we work out what is alive and what is not? • Can it be difficult to tell? • Armed with this information go outside and collect something that is alive, something dead and something that was never alive. • Sort the specimens into three categories as a class. <p>Be sure to discuss how to treat living creatures etc.</p> <p>This was taught as a bolt on in Cycle B, but needs to be revisited this year for the Year 1 children to understand.</p>
2	<p>i). Understand what is meant by a food chain ii). Understand that living things need other living things in order to survive. iii). Observe partial food chains in the school grounds and discuss what might happen in the rest of the foodchain.</p> <ul style="list-style-type: none"> • Can children remember the life processes? (remind as necessary – see vocabulary) • Discuss favourite food, animals also eat different things... • Show example of food chain and discuss meaning of the arrow – is eaten by. • Go outside to see if there are any of these relationships taking place in the school grounds.
3	<p>i) Understand how all food chains start (with a consumer) and which types of living things are able to directly transfer energy from the sun and which are not. ii). Understand that the Sun's energy travels through a food chain and that this is called a transfer of energy.</p> <ul style="list-style-type: none"> • Look at transfer of energy through local food chains back from the Sun. • What do the children think plants eat before you start? • Explain in simple terms the idea of photosynthesis. Link to work on plants when children observed that plants kept in the dark die, even though they have water and nutrients.
4	<p>i) Understand that food chains are found in all habitats, including larger habitats and habitats under water.</p>

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	<ul style="list-style-type: none"> Explore videos of water habitats – for example https://www.youtube.com/watch?v=IfsBUfAP22g and https://www.youtube.com/watch?v=1_AM5v7Xnjw Look at examples of food chains in the real world https://www.youtube.com/watch?v=xvW4Cg-1q4U This video might help, alternatively you could use iPads or books to research one particular habitat to discover what food chains might be present.
5	<p>ASSESSMENT TASK – Y1 - Sequencing activity. Can the children correctly sequence food chains from some of the learning they have done during this unit of work.</p> <p>Y2 – written assessment questions in the MTP file.</p>

Learning Outcome/product

Children show an understanding of how life is linked and dependent on each other, being able to name parts of some food chains stating what each part of the food chain is – producer, consumer, predator.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

E.g. What are the basic needs of an animal like a black bird? How do you know?