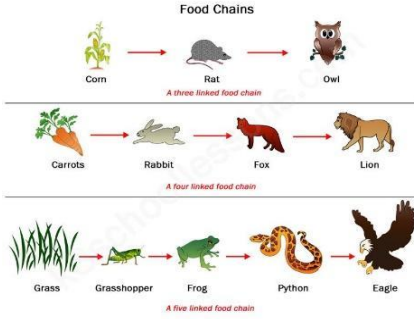




Science Topic Overview: **Living things and their habitats (part 1 of 2)** living and food chains

Previous linked learning	I think I already know...	I would like to find out...
<p>Year 1</p> <ul style="list-style-type: none"> - I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - I can identify and name a variety of common animals that are carnivores, herbivores and omnivores - I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 		
<p>Key Vocabulary</p>		
<p><i>amphibians, fish, reptiles, mammals, birds,</i></p> <p><i>herbivore, omnivore, carnivore</i></p> <p>Living</p> <p>Dead</p> <p>Depend</p> <p>Food chain</p> <p>Nutrients</p> <p>Movement</p> <p>Growth</p> <p>Producer</p> <p>Consumer</p>	<p>By the end of this unit you will be able to...</p> <ul style="list-style-type: none"> - Explore what shows something is living and compare things that are living, dead, and things that have never been alive. - Consider 'how can we sort into living, dead and things that have never been alive?' (Identify and classify) - Describe how animals obtain their food from plants and other animals, and identify and name different sources of food. - Understand a simple food chain, explaining different sources of food it shows. - Consider 'how can we sort animals?' looking at their food chains to help us (Identify and classify) 	
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Living things: Teacher notes, medium term plan

Previous linked learning Year 1

- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (note, children learned a variety of animals, but didn't emphasise what 'group' they fit into and why – this comes later)
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
- I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Common misconceptions

- plants and seeds are not alive as they cannot be seen to move
- fire is living
- arrows in a food chain mean 'eats'

This is the first half of living things, with the second bit coming in the spring. The knowledge/learning in this unit is a bit random and disjointed so don't worry if your lessons feel quite 'stand-alone' especially with the living/dead/never alive part. Lots of the working scientifically skill is focused on sorting – take it slow and ease them into year 2 science with these sorting skills.

This unit only has 5 lessons. This allows you to dedicate one lesson to your expectations in science and explain 'working scientifically' skills to the class. Show them the science display, topic overview example and take time to discuss 'what a good science lesson looks like in year 2'. You may also wish to do the topic overview in this lesson so the children know what to expect this half term.

Lesson 2: Explore what shows something is living and compare things that are living, dead, and things that have never been alive. Begin with 'living' considering what it means to be living – don't go into full GCSE depth here. Stick with a few key ideas and relate that to animals and plants. Then compare that with dead and never alive. Going outside to find things can work and bring up lots of good misconceptions (rock was never alive, flower is alive etc. They may think bark, which is on the ground, may be dead but you can explain how it was once on a tree. I have seen some cases where schools have bought in fish from the fish counter as an example of something dead – see how brave you are! Could be a good change to use their working scientifically skill of questioning. What questions could we ask? (Observe, question)

Lesson 3: Consider 'how can we sort into living, dead and things that have never been alive?' (Identify and classify) Build on from last lesson – lots of recap and then complete a sorting activity. This could be whole class, sorting images into hoops and then a photo go into their books. Perhaps take it slow and get the children to decide on the best way to sort and organise? (analysis (through answering the question) and present (in a table/hoops or similar)).

Lesson 4: Describe how animals obtain their food from plants and other animals, and identify and name different sources of food. Again, keep it really simple. Link to the idea of 'living' from lesson one and talk about the importance of food/nutrients etc and link to animals and plants. Look in detail at animals and link to year 1 learning as you discuss what animals eat. Hopefully some children can recall omnivore/herbivore etc). Perhaps finish by looking at some pre-decided animals and identifying their source of food. (no working scientifically)

Lesson 5: Understand a simple food chain, explaining different sources of food it shows. Progress from last lesson, looking not just at one step (animal and food source) but begin to progress to chains of animals. Can you trace all the way back to the first source? More advanced vocabulary gets introduced in year 4. If you get the children building their own food chains, label it with a P for presenting. (presenting)

Lesson 6: Consider 'how can we sort animals?' looking at their food chains to help us (Identify and classify) Introduce the question to the children and begin by allowing them to sort and organise the animals in any way. Then, start to challenge them to think about our learning and see if we can sort them with the new learning we have on food chains. Perhaps use images which can be moved around and rejigged as you come up with new ideas? Work whole class or in groups before children do it independently. Challenge those more confident by titling the groups they create such as 'omnivore' or with 'end of food chain' etc