

Year 2 Term 1

What does it mean to survive?

SCIENCE



National Curriculum Links:

Explore and compare the differences between things that 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 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. 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. 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).

Essential Prior Learning:

Children should be able to group animals in different ways – such as grouping birds together or things that can swim. They should understand that humans are a type of animal (mammal) and that they need food to stay alive. Children should know that animals can be herbivores, carnivores or omnivores

Progression in Skill:

Explore the world around them and ask their own simple questions.

Begin to recognise the different ways in which they might answer scientific questions.

Observe closely.

Use simple measurements and equipment to gather data. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).

Gather and record data to help in answering questions, communicating their ideas in a variety of ways.

Notice simple patterns and relationships.

Long-term Memory Knowledge:

Sort and classify things that are living, dead or have never been alive; talk about similarities and differences between the groups.

Name and match living things (plants and animals) to their habitats, based on their suitability for each other.

Know that animals and plants depend on one another, linking them in a simple food chain, e.g. leaf, caterpillar, bird.

Match animals to their offspring and know that the offspring grow to become the adult animal and have offspring of their own.

Know what animals need for survival: water, food air.

Ask and answer questions about living things and their habitats, using simple scientific language.

Begin to find answers to these questions by collecting and presenting data.

Key Vocabulary

habitat	the home of an animal or plant
adaptation	having special features to survive in a habitat
food chain	the order in which animals and plants are eaten
producer	the start of a food chain: it makes its own food and is a plant
consumer	an animal that has to eat other animals or plants to stay alive
predator	an animal that eats other animals or plants to stay alive

prey	an animal or plant that is eaten by another animal
offspring	the baby of an animal
shelter	a place to protect you
survival	to stay alive
basic need	things you need to stay alive
desert	an area that doesn't get much rain
Kalahari Desert	a warm desert in Africa where meerkats live

Progression in Resources:

Non-fiction books
The school grounds
Simple food chains

Relevance

Now	Children understand that animals and plants live and grow in habitats suited to their needs: they know why certain plants and animals are/are not found in particular places.
Future	Children respect the natural world and care for the habitats of other living things.
Aspiration	As adults, children are passionate about either their local environment or the world as a whole, working and/or campaigning to conserve its natural beauty; they may pursue careers in environmental science, looking at how we can build more sustainable future.