

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
- Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)
- Use simple scientific language.

Long-term Memory Knowledge:

Animals live in habitats that suit them: there will be somewhere for them to live (e.g. trees), food (e.g. bushes with berries) and water.

All animals need food for survival and are part of a food chain: the first animal eats plants in its habitat then another animal will eat the first; sometimes there's a third animal to eat the second.

Plants and animals are either alive now or were in the past so are dead; other things, such as rocks and stones have never been alive and never will be.

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.