



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

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| Subject: Science | Living things and their habitats | Differentiation |
| <p>NC Links: Working scientifically –</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <p>Year 1: –</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Year 2: Living things and their habitats –</p> <ul style="list-style-type: none"> • 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 microhabitats 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. • 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>Lesson 1: I can compare the differences between things that are living, dead and have never been alive.</p> <p>Working Scientifically objectives: I can use my observations and</p> | <p>Introduction: In partners, or small groups, look at the picture cards. Explain that with their partner, you want them to try to put the pictures into different groups/categories. They could have two groups or three groups. Draw out how different children have grouped them – they may have grouped those using plants and non-plants. During discussion, lead the children to think about things that are living, dead and never been alive. Give them some time to explore grouping in this way.</p> <p>Year 1: Today we are going to be comparing the differences between things</p> | <p>All children – categorise picture cards into living, dead and never alive.</p> <p>LA/SEND – Model this and leave them to independently sort the cards.</p> <p>Use the Living or Non-Living Sorting Cards, one card per pair. Show children the sorting hoops, labelled 'Living' and 'Non-Living', and</p> |



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| <p>ideas to suggest answers to questions</p> | <p>that are living, dead and have never been alive.</p> <p>Year 2: Today we are going to be comparing the differences between things that are living, dead and have never been alive and explaining how we know.</p> <p>Lesson Presentation: With the children on the carpet, brainstorm what they already know about living things. <u>Key questions:</u> How do you know if something is living? Can you recall any of your knowledge from when we looked at plants? Do you think this could be applied to all living things, not just plants?</p> <p>Recap Mrs Gren (seven life processes) - https://video.link/w/X2Mwc</p> <p>Whole class activity: Living, Dead or Never Alive? Use the picture cards. Show children the sorting hoops, labelled 'living, dead and never alive', and demonstrate how to sort a card into the appropriate set by considering if the item does or does not demonstrate life processes. Address any misconceptions.</p> | <p>demonstrate how to sort a card into the appropriate set by considering if the item does or does not demonstrate life processes. In pairs, children sort their cards into the appropriate hoops.</p> <p>MA – cut out the pictures and sort them into living, dead or never alive. Stick these groups into their books.</p> <p>HA – Keep on the carpet to model how to explain their answers.</p> <p>Pick one picture from each category (living, dead or never alive) and write how you know they are in that category using Mrs Gren terminology. e.g. Paper was once alive because paper is made from trees. I know trees are a living thing because I can see them grow but paper is not living because it can't do any of the seven life processes.</p> |
| <p>Lesson 2: I can map a habitat and identify what is in it.</p> <p>Working Scientifically objectives:</p> | <p>Introduction: TTYP – What does the word 'habitat' mean? - the natural home or environment of an animal, plant, or other organism.</p> <p>Year 1 and 2: Today we are going to be visiting habitats in our school and investigating whether things are living, dead or have never been alive.</p> | <p>All children – to list what they could see in their local habitat and group them into living and not, dead or never alive.</p> <p>LA/SEND – use the woodland area picture and label living, dead or never alive.</p> |



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| | <p>Our Local Habitat: Explain that the children are going to visit a local habitat – our outside area.</p> <p>In mixed ability pairs, children survey the local habitat and make a list of all the things that are living, dead or have never been alive using the <u>Local Habitat Living, Dead or Never Alive Activity Sheet</u>. Invite them to look closely into cracks and crevices with their magnifying glasses. Draw their attention to fallen leaves and plant debris (dead), to rocks and stones (never alive) and what is beneath them (alive).</p> | <p>MA –</p> <p>HA –</p> <p>Challenge:</p> |
| <p>Lesson 3: I can explain how different habitats provide for different animals and plants.</p> <p>Working Scientifically objectives: Using their observations and ideas to suggest answers to questions</p> | <p>Local habitats Recap the different habitats observed in the school environment last week, eg; pond, field, woodland, garden. Revisit these areas outside and ask children to observe and explore what animals could live there and why they think that.</p> <p>Once back in class recap – what animals could live in the different habitats? Discuss how different habitats provide for basic needs of different kinds of animals and plants providing shelter, food and a safe place to raise their young.</p> <p>Look at info on PPT slides about fox, bird, frog and discuss.</p> | <p>All children – label the different habitats within the school environment.</p> <p>LA/SEND – Stick pictures of animals into their habitat.</p> <p>MA – As above and give one reason how the habitat provides for an animal who lives there.</p> <p>HA – As above giving more detailed reasons how the habitat provides for the basic needs of different plants and animals.</p> |



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| <p>Lesson 4: I can explain how different micro-habitats provide for different animals and plants.</p> <p>Working Scientifically objectives: Observing closely, using simple equipment</p> <p>Gathering and recording data to help in answering questions</p> | <p>Micro-habitats Discuss what a microhabitat could be if you know what a habitat is. Read the description of a microhabitat from the PPT Slide.</p> <p>Children observe a large image of a forest area. Can they suggest what micro-habitats they can see? Explain that an organism is any living thing. What organisms do they think live there? What do they think the micro-habitat provides for them? Discuss.</p> <p>Take children outside. Observe a range of micro-habitats: under a log, under a brick, in the grass, base of a tree, in a pot, under leaves and in a bush. Children to split into two groups and choose two micro-habitats each. Record what is there and why – how does the habitat provide for the basic need of those animals? Take photos to discuss in class. What might change the micro-habitat?</p> <p>Share findings. What organism was the most common? Which micro-habitat contained the most / least organisms?</p> | <p>LA/SEND – Draw and label 4 different micro-habitats within the school environment and record organisms found there.</p> <p>MA – As above and describe the micro-habitat</p> <p>HA – As above and explain how the habitat provides for the basic needs of the organisms living there.</p> |
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| <p>Lesson 5: I can identify how most living things live in habitats to which they are suited.</p> <p>Working Scientifically objectives: Using their observations and ideas to suggest answers to questions</p> | <p>World habitats. We have looked at habitats in the school environment so far. Today we are going to look at world-wide habitats. With your partner talk about the world habitats you can think of? Eg: the desert. Children to split into 4 groups each one looking at a different habitat-desert, ocean, rainforest, arctic. What questions might we want to ask? E.g: -What is the habitat like? -What is the weather like in the habitat? -What plants/animals live there? And where do they live? -What do the animals in the habitat eat? Year 1 can use the information given on PPT slides. Year 2 may want to use ipads/information books.</p> <p>As each group feeds back their information to the class use the PPT to discuss how most living things live in habitats to which they are suited and they have special features to help them survive in the habitat. Look at examples of the polar bear, spider monkey, shark and camel.</p> | <p>LA/SEND – Drawing and labelling animals that live in the 4 different habitats – desert, (camel, snake, lizard, scorpion) ocean, rainforest (jaguar, poison dart frog, sloth, monkey) arctic (polar bear, reindeer, snowy owl, arctic hare)</p> <p>MA –Explain why a spider monkey wouldn't survive in the ocean, a shark in the rainforest, a polar bear in the desert, a camel in the arctic</p> <p>HA –Explain why each animal (polar bear, spider monkey, camel, shark) is suited to the habitat it lives in.</p> |
| <p>Lesson 6: I can identify animals that are carnivores, herbivores and omnivores.</p> <p>I can describe how animals obtain their food from plants and other animals, using the</p> | <p>With a partner choose an animal from this list (blackbird, tiger, rabbit, humans, foxes, elephant, shark, bear) and write down the food it eats. Does it eat plants, meat or both? Discuss a few examples.</p> <p>Watch – What types of food do animals eat? https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</p> | <p>LA/SEND/MA – Work in small groups using sorting cards to sort animals into herbivores, carnivores and omnivores.</p> <p>HA- Using Venn Diagram sort animals into groups according to what they eat.</p> |



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| <p>idea of a simple food chain.</p> <p>Working Scientifically objectives: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identifying and classifying.</p> | <p>Explain where plants get their food from. <i>Discuss, that they need water and sunlight. They don't survive off other living things – they produce food for other organisms.</i></p> <p>On the whiteboard, show human, grass and sheep. Identify what animal eats what. Take feedback. Children to put these in order starting with the producer (plant) first. Use arrows. Explain why the sheep eats grass. Why do we eat sheep?</p> <p>Animals are called consumers. This is because they cannot make their own food so that they need to eat or consume plants or other animals.</p> <p>Watch – What is a food chain? https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</p> | <p>Year 1 – Food chains tube activity and talk about the food chain they have made.</p> <p>LA/SEND – Complete food chain with 3 pictures</p> <p>MA – Complete food chain with 4 pictures</p> <p>HA- Use food chain sorting pictures to create own food chains</p> |
| <p>Applied Write opportunities: <u>Habitat for Sale</u> – Writing a description of a particular habitat and who might like to live there.</p> | | |
| <p>Key Vocabulary: Tier 2 – living things, habitat, natural, environment, adapt, depend Tier 3 – microhabitat, organism, producer, consumer, food chains, carnivores, herbivores, omnivores</p> | | |



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