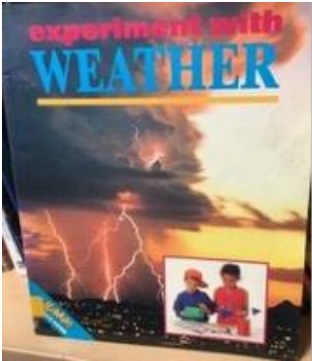
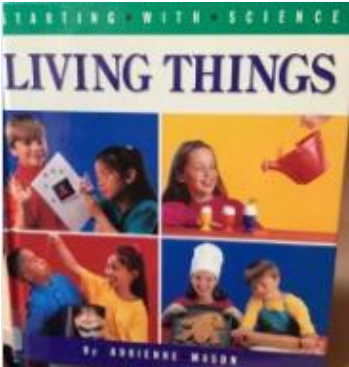

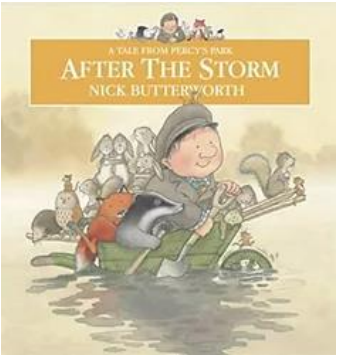



# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Our changing world/What's in your Habitat?	2	Summer 2	10 hours
 <p>Library</p>	 <p>Library</p>	 <p>Science cupboard</p>	 <p>KS1 picture books</p>	 <p>Reading scheme</p>
<p>End of Key Stage 1 Outcomes</p>	<p>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>			
<p>End of Unit Outcomes</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p>			

	<p>I can 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>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>I can 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>
Vocabulary	<p>Living, dead, never alive, habitats, micro-habitats, food chain, sun, grass, cow, human, alive, healthy, logs, leaf, litter, stony path, under bushes, shelter, seashore, woodland, ocean, rainforest, conditions, hot/warm/cold dry/damp/wet bright/shade/dark</p>

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible Computing Activities)	Resources
Lesson 1 What lives in a habitat?	2 hours	<p>WALT: identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>WILF: I can use identification keys to name some animals and plants.</p>	<p><b>Working Scientifically:</b> Observing closely and gathering and recording data to help in answering questions.</p> <p>Using the <b>Lesson Presentation</b>, introduce children to the seven life processes and the mnemonic Mrs Gren, giving examples of how these processes appear in plants and animals. Refer back to the children's previous suggestions and discuss which life processes were represented in this list.</p> <p>Provide cards for the children. Ask them how they might sort them. Share ideas. Then give children the headings. Living, dead or never alive ask children to sort objects into these categories. Ask them to sort them now discuss</p>	<p>Collins connect lesson 1</p> <p>Collins Teacher Notes</p> <p>Resources Lesson 1</p> <p>BBC Bitesize</p> <p>Twinkl <b>Life Processes Activity Sheet. Living, Dead</b></p>

		<p>I can make careful observations of an animal.</p>	<p>choices. Children must give reasons for their answers based on MRs Gren life process model.</p> <p>Complete the <b>Life Processes Activity Sheet</b> to find out more about how the seven life processes appear in different living things. Move onto: <b>Living, Dead or Never Alive-How Can You Tell Group Activity Sheet</b>.</p> <p>EXT: Play what am I with a partner, asking questions relating to the life processes sheet.</p>	<p><b>or Never Alive-How Can You Tell Group Activity Sheet.</b></p>
<p>Lesson 2</p> <p>What is in your habitat?</p>	<p>2 hours</p>	<p>WALT: map local habitats and identify what lives there</p> <p>WILF:</p> <p>I can recognise and name things that are living, once lived and have never lived in some habitats.</p> <p>I can explain that the main parts of a habitat are living things, things that once lived and things that have never lived.</p>	<p><b>Working Scientifically: identifying and classifying.</b></p> <p>What do humans need to stay alive? Revisit the seven life processes and discuss how humans and all other living things need certain conditions to stay alive and healthy. Discuss how humans have adapted their habitats so that they meet the right conditions to keep us healthy and safe. Using the <b>lesson presentation</b> introduce students to British habitats. Urban woodland, pond and coastal.</p> <p>Explain that the children are going to visit a local habitat and introduce the two activities. Distribute the <b>British Habitat Fact Sheet</b> that goes with your local habitat, and read through the section on Plants and Animals together.</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 Local Habitat Living, Dead or Never Alive Activity Sheet. Invite them to look closely into cracks and crevices with their magnifying</p>	<p>Woodland area.</p> <p>Magnifying glasses.</p> <p>Digital Microscopes.</p> <p>Twinkl sheets lesson 2</p>

		<p>I can describe some similarities and differences between the habitats.</p> <p>I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p>	<p>glasses. Draw their attention to fallen leaves and plant debris (dead), to rocks and stones (never alive) and what is beneath them (alive). Children draw a map of the local habitat using the differentiated Local Habitat Map Activity Sheet. Children must give reasons why they live there.</p> <p>I can use microscopes to observe creatures I have found in the Micro-habitats. (please remember to return creatures to the habitat).</p>	Digital Microscopes.
Lesson 3  Where can I live?	2 hours	<p>WALT: identify the micro-habits and the mini-beasts that live there.</p> <p>WILF: I can use identification keys to name some animals and plants. I can make careful observations of an animal.</p> <p>I can save a chart or graph using the data I collect.</p>	<p><b>Working Scientifically:</b> Using observations and ideas to suggest answers to questions.</p> <p>Using the Lesson Presentation, introduce children to the key vocabulary and to a number of common mini-beasts. Do all mini-beasts like living in the same microhabitats? In pairs, give children time to consider how they could find out the answer to this question, before feeding back to the rest of the class. Explain that the children are going to investigate the answer to the question by finding two different microhabitats in the local environment and counting the different mini-beasts they find there. Give children their maps from the previous lesson and allow them time to look over them in order to identify possible microhabitats. Using magnifying glasses, children work in pairs to survey their microhabitats together and count up the number of each mini-beast they find there, recording</p>	2Graph

			<p>the number on the Microhabitats Enquiry-Survey Activity Sheet.</p> <p>Create a bar chart/pictogram to show how many of creatures/plants were found in the habitat. Children to answer questions linked to their findings.</p> <p>EXT: Create your own Microhabitat make a bug hotel with the children.</p>	
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<p>Lesson 4</p> <p>Where can I live?</p>	<p>2 hours</p>	<p>WALT: describe the conditions of a habitat and identify who lives there and why?</p> <p>WILF: I can make observations of features of living things. I can link features of animals to how they feed, move or make their home. I can use features of an animal or plant to decide which habitat it is suited for.</p> <p>I understand that other people have created the information I use.</p>	<p><b>Working Scientifically:</b> Using observations and ideas to suggest answers to questions.</p> <p>Using the <a href="#">lesson presentation</a> introduce children to the following habitats: the ocean, the Arctic, tropical rainforest and the desert. Divide children into four mixed ability groups and designate a habitat for each group to research. Briefly introduce the idea of research. Using topic books and the Internet, children research their given habitat and record their findings on the differentiated Researching Habitats Activity Sheet. (The <a href="#">BBC's KS1 Science Habitats topic section</a> is a good starting place for this activity.)</p> <p>Draw the children back into the mixed ability groups depending on the habitat they researched. If the groups are large, you may wish to split each one into two. Ask each group to generate questions to ask the other groups about the habitats they have researched, using the Lesson Presentation to give examples of suitable questions. Choose a scribe (or designate an adult) for each group to jot down the questions on a mini whiteboard.</p> <p>Challenge children to find out more about a plant from each of the four habitats. What does it look like? How does it survive?</p> <p>Reinforce learning with the <b>World Habitats Sorting Activity</b>. In which habitat does each living thing belong?</p> <p>Research element.</p>	<p>Collins connect lesson 3</p> <p>Researching Habitats Activity Sheet World Habitat Fact Sheets as required</p> <p>IPads/Laptops BBC Bitesize/National Geographic.</p>
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<p>Lesson 5</p> <p>What do different animals eat in their habitats?</p>	<p>2 hours</p>	<p>WALT: construct examples of food chains for a selection of habitats.</p> <p>WILF:</p> <p>I can sequence the animals in a food chain based on what they eat.</p> <p>I can add arrows correctly to the food chain.</p> <p>I can relate the food chains to a suitable habitat.</p> <p>I can use my food chain to talk about how the animals depend on each other.</p>	<p><b>Working Scientifically:</b> Gathering and recording data to help in answering questions.</p> <p>Explain to children using the <a href="#">lesson presentation</a> that they will be thinking about what different animals eat and working out some examples of different food chains. They also need to think about which habitat the food chain would be in.</p> <p>Provide these children with a story that shows the effect of changing the environment or the animals in it. (Gruffallo) Ask the children to create food chains based on the information given in the book. Also ask them to think about what happened to the living things in the food chain in this story.</p> <p><i>Ask: How many food chains can you find? Do any of the food chains have the same plants/ animals in them? In what sort of habitat would you find these food chains? How many steps are in each food chain? How were the animals in the food chain affected by the change? Can you suggest what might be done to stop it happening? Think about other food chains in the woods.</i></p> <p>Can children sequence the animals in the correct order in the food chain based on the information given in the stories? Can they present this information as a food chain using the arrows correctly? Can they relate the food chains to suitable habitats? Do children realise that animals need to have plentiful food to survive? Are children able to suggest what might happen if a particular type of animal were added to</p>	<p>Collins connect lesson 2</p> <p>Collins Teacher Notes and interactivity.</p> <p>The Gruffalo by Julia Donaldson,</p>
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			or removed from a habitat? Can they give reasons? Can children suggest what may happen if the plants in the habitat died or were removed? Can they give reasons?	
Lesson 6  How do animals change? (Our Changing World module)	2 hours	<p>WALT: observe how animals change over time.</p> <p>WILF: I can name some animals which are born live and some which hatch from eggs.</p> <p>I can describe the animal we kept and how it has changed.</p> <p>I can draw and write about how the animal has changed.</p>	<p><b>Working Scientifically:</b> Using observations and ideas to suggest answers to questions.</p> <p><b>Preparation required:</b> Order suitable animals that can be kept in the classroom for a period of time. A range of small creatures such as butterflies and ladybirds can be bought from suppliers such as Insect Lore. Alternatively, you may prefer to gather frogspawn from a nearby pond. It is also possible to have eggs delivered that you can incubate and hatch. It is usually possible to keep the chicks for a few days and then have them collected or, if you have a suitable space, you can then rear the chickens. Ensure that you are aware of what to do with the animals when you have finished observing them. Show children Animal life cycles (Video 1). The video shows adult animals with their offspring (babies). Sometimes the offspring hatch from eggs. Sometimes they are born live. Can children give examples of each? Sometimes the offspring look very similar to the adults and sometimes they are very different. Explain to children that you have a new guest in the classroom that they will be looking after and studying for a period of time.</p> <p>Explain to them how the animal will be cared for and establish rules for making observations: how often, how</p>	<p>Collins connect – Our Changing World – Lesson 4</p> <p>Equipment Animal to look after</p> <p>Appropriate habitat for hatching etc.</p>



		<p><i>I understand online tools that will help me to share my ideas with other people.</i></p>	<p>invasive, and so on. Their observations should be recorded in the group diaries. Class observations will be ongoing. Discuss the habitat they are in at the moment and why it is suitable, how will this change over time? Children observe the animal at regular intervals and make an informative audio clip about the animal</p> <p>Ask these children to make a short audio clip of the animal to add to a drawing to describe what they can see.</p> <p><i>Make a short video clip about looking after and caring for _____.</i></p>	<p><i>I Pads/Audio I Movie app</i></p>
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