Class 2 Science

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| Topic to be covered: Plants |
| Vocabulary:  Question, questioning, observe, record, identify, predict, diagram, chart, bar chart, table, data.  Bulbs, seeds, mature, temperature, roots, light, water |
| People:  Working in role as a botanist. Person of interest Agnes Arber |
| Places:  School Garden |
| Events: |
| Knowledge:   * Observe and describe how seeds and bulbs grow into mature plants. Children to grow a variety of plants from both bulbs and seeds – children to create gardeners guides to taking care of them. Link to pollination project and planting in Andrew’s garden. Children to learn about the advantages of growing in a greenhouse. Possible extension – children to investigate the ph levels of the soil around school to decide where plants would be best suited. * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children to investigate what plants need to survive. Children to plan an investigation that tests what plants need to survive. |
| Skills:   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely, using simple equipment. * Performing simple tests * Identify can classifying * Using Observations and ideas to suggest answers to questions. * Gathering and recording data to help in answering questions. |

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| Topic to be covered: Living Things and their Habitats |
| Vocabulary:  Question, questioning, observe, record, identify, group, classify, sort, predict, diagram, table, data.  Living, habitats, food source, food chain, suited, depend, micro-habitat. |
| People:  Working in role as a biologist. Person of interest Jane Goodall (Ethologist and Anthropologist) |
| Places:  School grounds. |
| Events: |
| Knowledge:   * Explore and compare the differences between things that are living, dead, and things that have never been alive. Children to sort using Venn diagrams and explain their choices. Children to identify the features of the three groups and how we identify something as living/dead or never 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. Children to go on a habitats walk –what lives in our school environment? Why? How are they suited to the environment? How does it help them to survive? Children to look at habitats such as hedgerows and how we can help to support the animals that are losing this sort of habitat in our own gardens. Children to look at the hedgehog and build hedgehog houses or the bumble bee and how we can make our environment more friendly for pollinating insect and why this is important. * Identify and name a variety of plants and animals in their habitats, including micro-habitats. Children to go on a nature walk to find micro-habitats. Children to create their own micro-habitat (mini-beast hotel) and create a guide book for it. * Describe how animals obtain their food from plants and other animals, using 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. Children to look at their local environment and the animals we know make it their home. What food sources do these animals have? Children to create simple food chains. Look at how energy moves up the food chain. What would happen if part of the food chain was removed? For example if the plants were to be killed? What would happen to the rest of the food chain. |
| Skills:   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely, using simple equipment. * Identify can classifying * Using Observations and ideas to suggest answers to questions. |