



Caring, Successful,  
Happy Learners

# Learning Organiser **Science:** Exploring the Wider World

**Year 2**  
Summer Term

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Working Scientifically				
Questioning	Testing	Gathering & recording data	Identifying & classifying	Suggesting answers to questions
	-To plan simply what to do, what observations or measurements to take, recognising some hazards.	-To use pictograms to display results, draw bar charts with help. -To use secondary sources of information to answer questions.	-To group and classify in different ways with support.	-To use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they have found it out. -To use scientific vocabulary competently and appropriately.

Key Substantive "sticky" Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
<p><b>Animals including humans</b> -Animals including humans have offspring which grow into adults. -Offspring will look different animal to animal. Eg. eggs, looking different to their parents etc.</p> <p><b>Living things and their habitat</b> -Animals and plants live in a habitat to which they are suited. They develop features to help this. -Habitats provide the basic needs of the animals and plants; shelter, food and water. -Microhabitats can have different conditions. -The plants and animals in a habitat depend on each other for food and shelter etc. -Things are either living, dead or have never been alive.</p>	<p>-Describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages -Name a variety of animals in a habitat. -Talk about how the features of these animals and plants make them suitable to the habitat -Talk about what the animals eat in a habitat and how the plants provide shelter for them -Construct a food chain that starts with a plant and has the arrows pointing in the correct direction -Sort and compare a range of items that are living, dead and never lived.</p>

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge	Activity
1	-Animals including humans have offspring which grow into adults. -Offspring will look different animal to animal. Eg. eggs, looking different to their parents etc.	-Describe how animals including humans have offspring which grow into adults, using the appropriate names for the stages.	Match animals to offspring.  Verbally describe how humans and change as they grow using appropriate names for stages.  Match statements to images/ stages/ lifecycle
2	-Things are either living, dead or have never been alive.	-Sort and compare a range of items that are living, dead and never lived.	Intro and explain life processes. Sort living and non-living.
3			Sort into dead and never been alive and give reasons.
4	-Habitats provide the basic needs of the animals and plants; shelter, food and water. -Microhabitats can have different conditions.	-To plan simply what to do, what observations or measurements to take, recognising some hazards. -To use pictograms to display results, draw bar charts with help. -Name a variety of animals in a habitat.	Introduce key vocab Observe a micro habitat and monitor insects which live there. Describe the habitat/ words/ sentences. <b>link to English</b>

			5	-The plants and animals in a habitat depend on each other for food and shelter etc.	-To group and classify in different ways with support. -Talk about what the animals eat in a habitat. -Construct a food chain that starts with a plant and has the arrows pointing in the correct direction.	Recab vocab (herbivore etc... Discuss different food chains. Use images to build food chains (link to rainforest)
			6		-To use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they have found it out. -To use scientific vocabulary competently and appropriately. -Talk about how the plants provide shelter for them	Revisit life processes Observe contrasting habitat  Draw and label a habitat
			7	To identify animals live in habitats to which they are suited and how habitats meet their needs -Animals and plants live in a habitat to which they are suited. They develop features to help this.	-To use secondary sources of information to answer questions. -Talk about how the features of these animals and plants make them suitable to the habitat	Research different habitats Choose animal and research how it survives/ suited.
			8			Write simple sentences to explain – link to English

Prior Knowledge I remember ....	Wonderful Words Key Vocabulary		Planned Investigation, Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<p>Identify and sort a variety of common animals. Describing and comparing the structure of different animals.</p> <p>-There are similarities and differences between common plants and animals. -Describing and comparing a variety of things, including; plants, animals and materials. -Humans and animals need to feed, drink and breathe to survive. -The right diet and exercise is required to grow into a healthy adult. -Living things grow and change.</p>	<p>In addition to year 1: Different types of animals</p>	<p>Food chain, energy, predator, prey habitat, microhabitat</p>	<p><b>Investigation Ideas</b> -Has a snail shell ever been alive? (pattern seeking) -What minibeasts live in our environment? (identifying and classifying)</p> <p><b>Enrichment Opportunities</b> Yorkshire Wild Life Park</p>