

**THE WINTERTON FEDERATION MEDIUM TERM PLAN SCIENCE Summer 2 YEAR 2**

**Twig Science Reporter: Weekly Videos and News**

Our Local Environment	Learning Objective	Activity – Switched On Science	STEM Activities	Success Criteria
Session 1	To explore the differences between things that are living, dead and things that have never been alive.	<p>Ask chn to prove they are alive.                      Show a selection of pictures and ask the chn to sort into those things that are alive / dead / never been alive. Chn to discuss work as a small group and decide which set each picture should be put in, giving reasons for their decisions.                      (examples: Living: cactus, plants, snail Dead: fallen leaves, tinned fruit, paper, twig Never alive: ball, elastic band, stone</p> <p>Generate a list of how we know if something is alive – Mrs Gren</p>	Explorify: Odd One Out (Baby Animals)	<p>I can tell if something has been alive or not.                      I can recognise what makes a living thing.</p>
Session 2	To explore the differences between things that are living, dead and things that have never been alive.	<p>Take the chn out into the school grounds and find items that are living / dead / never been alive.                      Working in small groups, chn to collect items and place them in chalk circles on the playground. They must make sure they agree with others in their group and listen out for any misconceptions the chn may have.                      Chn to photograph their work for showing back in the classroom.</p> <p>Challenge the chn to create their own set of rules which explain why things are living, never alive, dead.</p>	Explorify: Zoom in Zoom out (Tiny Teeth)	<p>I know if something is alive, dead or has never been alive.                      I can explain my reasons.</p>
Session 3	To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of	<p>Ask chn to think about where they live – their habitat. Ask the chn what their habitat has that helps to keep them alive. (food, shelter, warmth, air, water)                      Show the chn pictures of habitats – ocean, desert, woodland, town, city.... Explain that in each of these, there are smaller habitats known as micro-habitats.</p>	<p>Explorify: What if humans lived underwater?</p> <p>Discussion and thinking of plus, minus and most interesting things about the question.</p>	<p>I know plants and animals live in habitats.                      I can explain why a habitat is suitable or unsuitable.</p>

	<b>different kinds of animals and plants, and how they depend on each other.</b>	<p>Talk about a micro-habitat e.g. in their home, they might have a hamster that lives in a cage or where a spider lives in the corner of their bathroom, or a plant on their windowsill.</p> <p>Develop the understanding that plants and animals live in the micro-habitats because they provide what the living thing needs to stay alive, e.g the plant on the windowsill has air, water, warmth and sunlight to make food.</p> <p>Chn to think about an unsuitable habitat for themselves or a pet or plant. They could draw their living thing in a suitable and an unsuitable habitat and then write an explanation for each, explaining what the problem is with the unsuitable habitat.</p> <p>Encourage use of vocabulary – habitat, needs, air, warmth, water, food, shelter, air, predator,</p>		
<b>Session 4</b>	<b>To 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.</b>	<p>Ask chn to TTYP and explain to them the words habitat and micro-habitat.</p> <p>Take the chn outside and ask them to find micro-habitats in the school grounds e.g. a tree trunk, leaves, fence, gate, grass, under a log, around a drain pipe etc. Use of magnifying glasses for the chn to look closely at the micro-habitat – reminding them not to disturb the area too much. Can they think about why the plants and animals are there and what does the micro-habitat have that enables the living things to live there? (Reminders about the needs of living things)</p> <p>In Science books, chn to draw one of the micro-habitats they found. Label and annotate why it's a good micro-habitat for the living things that live in it.</p>	<p><b>Explorify: Nothing Lives Here...Or does it?</b></p> <p><b>Video clip and discussion</b></p>	<p><b>I can explore micro-habitats in my local environment.</b></p> <p><b>I can say why the plants and animals live there.</b></p>
<b>Session 5</b>	<b>To identify that most living things live in habitats to which they are suited and describe how</b>	<p>Chn to make their own micro-habitat. They work with a partner to collect natural materials such as fallen twigs, leaves, grass, soil, sand, stones...</p> <p>Challenge the chn to ensure that their habitat has what the animal and plants need to survive there.</p>	<p><b>Explorify: What's Going On? (SPF Natural)</b></p>	<p><b>I can make a micro-habitat and say why it is suitable for living things.</b></p>

	<p><b>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</b></p>	<p>They could do this by making a short video or communicating with another group by showing and explaining their habitat.</p> <p>Chn could then photograph their habitat for their book and write short description of why it meets the needs of the living things that will live in it. They could say which kinds of animals / plants would live in their micro-habitat.</p>		
<p><b>Session 6</b></p>	<p><b>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</b></p>	<p>Talk about the words predator and prey. What do they mean? Can the chn think of an animal which is a predator? What does this animal eat?</p> <p>Explain that food chains begin with a plant, which an animal eats and then another animal (predator) eats the animal (prey). Chn to think of their own simple food chain e.g. plant – deer – lion.</p> <p>Give chn selection of animals and plant pictures and ask them to try and make different food chains. Can they make a food chain for different types of habitats?</p> <p>e.g. ocean – plants, shrimps, whale  Jungle – leaves – deer – lion  woodland – blackberry – mouse - owl</p>		<p><b>I can recognise food chains in a habitat.</b></p>