



# Year Two Learning Journey Plan

Term - Summer 1  
 Curriculum Theme - Living things and their habitats  
 Curriculum Drivers - Science

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
	<p>How to...</p> <p>Identify different animals and their features.</p> <p>Have an understanding of seasons and begin to know about different climates.</p>	<p>Explore and compare differences between things that are living, dead or things that have never been alive.</p> <p>Identify how most living things are suited to certain habits that can provide for their different needs.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p>	<ol style="list-style-type: none"> <li>1. Look at a live spider, a dead spider and a toy spider. What are some of the differences between the live spider and the dead one? And the dead spider and the toy one? How can we work out what's alive and not alive? Is it sometimes difficult to tell? Armed with all these questions, go outside and collect something alive, something dead and something that was never alive. Sort these specimens into three categories.</li> <li>2. Explore the school grounds on the hunt for microhabitats. Zoom in on the tiny world of these habitats and draw or photograph what is going on there. Consider and draw conclusions about what lives in these microhabitats and why.</li> <li>3. Research creatures in larger habitats and ask: why do these living things live there? Create dioramas of different habitats and label with research information.</li> <li>4. Role play food chains in the hall. Understand that, in a healthy habitat, all living things depend on each other in different ways.</li> <li>5. Drawing on your knowledge of habitats, design a bug hotel! Incorporate many different microhabitats to encourage a variety of guests.</li> <li>6. Using the group designs, build a bug hotel in the school grounds. Create microhabitats layers using found materials: for example, sticks, leaves, tubes, moss.</li> </ol>	<p>Children will build a bug hotel comprising of different microhabitats.</p>	<p>Micro-habitats</p> <p>Dead</p> <p>Alive</p> <p>Light</p> <p>Dark</p> <p>Shady</p> <p>Damp</p> <p>Dry</p> <p>Seasons</p> <p>Predator</p> <p>Prey</p> <p>Dependence</p> <p>Habitat</p> <p>Savannah</p> <p>Rainforest</p> <p>Features</p>