

Year 2 Habitats and adaptation, plant special – all day visit

PROVISIONAL PROGRAMME – PLEASE READ BOTH SHEETS

Introduction

- Welcome and orientation
- Health and safety
- Plan for the day
- Our nature reserve
- Children's objectives for the day

Comfort break

Pond dipping:

- health and safety near water
- how to pond dip
- pond dipping – collect animals

Food chains and adaptation:

- identifying animals using simple keys
- pond animal lifestyles (adaptation)
- simple food chains

Plenary session – Food chain sorting game

Lunch

Introduction to plant growth

Plants

- How plants grow – explore the ways plants grow and spread
- Meadow walk
- Whispering wood – how trees grow

Minibeasts

- Sweep netting in meadow or collect minibeasts from under logs, weather dependent
- use simple keys to identify them

Walk back to centre: Memory sticks – if time, take home if not.

THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING OUTCOMES/INTENTIONS

Most children will....

- identify and name some different kinds of animals in their habitats
- understand how animals and plants depend on each other
- know what the four essential things for life are
- describe what a habitat is and name some habitats
- name some common wild plants including deciduous and evergreen trees
- describe how animals are part of a food chain
- understand that different animals get their food from different sources
- describe the different ways that plants can grow and identify some of the conditions needed for growth

Some children will not have progressed so much and will...

- name some common plants and animals
- name 2 habitats
- name what some animals eat

Some children will have progressed further and will also...

- identify some animals using a key
- create food chains from the animals they find
- explain why we should show sensitivity to living things

Literacy

- words and phrases for making comparisons *eg tall/taller/tallest, like, similar to, different from*
- words relating to plants *eg branch, flower, root, stem, seeds, seedlings, plants, leaf, weed*
- words and phrases relating to living and non-living things *eg living, non-living, alive, not alive, dead*
- words relating to their senses *eg sense, eye, sight, see, ear, hearing, smell, nose, touch, feel*
- words for parts of the body of humans and other animals *eg leg, wing, arm, beak*
- words and phrases relating to living and non-living things *eg alive, living, not alive, human, animal*
- words and phrases for making comparisons *eg tall/taller/tallest, like, similar to, different from*
- words which have different meanings in other contexts *eg like, smell, animal*
- words relating to conveying scientific ideas *eg describe.*

Numeracy

- Use simple keys
- Sort according to identifiable features

Citizenship

- How and why we look after plants and animals
- Sense of responsibility for their surrounding environment

Geography

- Planning and making a journey
- What the weather is like here
- Caring for environments

SEAL / ECM

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

Inclusion

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities