

Year 2 Habitats and adaptation – 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 animals' lifestyles (adaptation)
- simple food chains

Plenary session – Food chain sorting game

Lunch

Minibeast habitats

- meadow minibeasts OR woodland minibeast habitats
- use simple keys to identify animals
- explore their adaptations

Plenary: If time - Build a creature activity, in groups of 5. Each group to present their creature's adaptations to the class.

Walk back to centre

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

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