

Knowledge planner : *building a rich web of powerful knowledge*

Year 2 How do animals survive? (continued)

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

Year 1:

. identify and describe the basic structure of a variety of common flowering plants, including trees.

National Curriculum Links

(year 1 content to be incorporated into 2023 topic:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Year 2

• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Big ideas/concepts (NC references in small text)	Key question/s:	Vocabulary (including etymology?)
<ul style="list-style-type: none"> · Animals and their habitats (term 1) that most living things live in habitats to which they are suited, that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <ul style="list-style-type: none"> · Plants and their habitats identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy · that plants and animals have life cycles · that things can be sorted and classified including explore and compare the differences between things that are living, dead, and things that have never been alive <p>How food chains operate describe how animals obtain their food from plants and</p>	<p>How can we recognise and group different types of animals?</p> <ul style="list-style-type: none"> · What are the 7 continents and 5 oceans? · Where do different animals live and why? · How are animals suited to their habitats and environments (including climates)? · What are different climates like around the world? · How are habitats changing as a result of climate change? <p>How can we care for and protect endangered animals and their habitats?</p>	<p>Plants and trees</p> <ul style="list-style-type: none"> · Animals: mammals, amphibians, insects, birds, fish and reptiles. · Vertebrates and invertebrates · Nocturnal · Endangered · Habitats · Lifecycles · Food chains · Environment · Climate, seasons and weather · Oceans and continents · Climate change · Prey and predator · Omnivore and carnivore

<p>other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <ul style="list-style-type: none"> · that climate change impacts on animal habitats. · that some animals and habitats are endangered. <p>(Term 4 climate change and its impact, bearing in mind need to counter levels of anxiety around climate change, focus on what we can do, empowerment, context of how lucky we are, resilience of the human spirit, collaboration, ability of science to find solutions to problems)</p> <p>National Curriculum: explore and compare the differences between things that are living, dead, and things that have never been alive</p>		
<p>Plans - content, how will we teach this?</p> <p><i>Augustus and His Smile</i> used to review oceans and continents and</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <p>Science challenge - forest habitats?</p>	<p>Important figures/quotes- the best that has been thought/said/done</p>

<p>introduce concepts of different habitats, animal types, climates and weather patterns.</p> <ul style="list-style-type: none">· Concept mapping – what do the children already know and would like to find out?· Non-chronological reports about different types of habitats and listing animals that live there.· Sorting and classifying activities in Science, including food chains and life cycles.· Deeper research into specific animal types and how they are suited to their habitats and environments to create non-chronological reports and factfiles <p>Key animals: narratives as a result of studying effects of climate change on endangered species.</p>		<p>David Attenborough</p> <p>Greta Thunberg</p> <p>Individuals making a positive impact</p>
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Persuasive writing – letters and leaflet

Develop mapping skills to support understanding of habitats and local environment

Study of animal anatomy through different mediums including art and science investigations

Equalities aspects