



## Class 1

## Madron Daniel Science Small Step Progression

Living Things and Their Habitats – Year 2 Unit – Year B					
<b>Retrieval vocab: N/A</b> <b>New Vocab:</b> <ul style="list-style-type: none"> <li>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed</li> <li>Names of local habitats e.g. pond, woodland etc.</li> <li>Names of micro-habitats e.g. under logs, in bushes etc</li> </ul>		<b>Previous learning</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</li> <li>Observe changes across the four seasons. (Y1 - Seasonal changes)</li> </ul>			<b>Links with Vision and Values.</b> <i>Stimulate in every child a sense of curiosity and excitement about the world</i>
	Curriculum Strand/ Focus	Small step objective	Previous learning within the unit	Lesson content	Outcome
1	Identify/ classify	To be able to explore and compare the differences between things that are living, dead and things that have never been alive	N/A	Is it living, dead or never been alive? What are the seven life processes (MRS GREN)?	The children can: Identify living things and things that have never been alive. Identify the seven life processes
2	Identify/ classify	To explore and map a local habitat and identify what is in it	Identify living things and things that have never been alive. Identify the seven life processes	What different habitats do we have in the UK? What lives in own local habitat?	The children can: Identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.
3	Identify/ classify	To be able to identify different micro habitats and identify living things that might live there.	As above Identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.	What is a microhabitat?	The children can: Identify different microhabitats in their local area and identify living things that might live there.

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4	Comparative testing	Identify minibeasts by carrying out a survey of 2 microhabitats, compare and record our findings using a results table and a pictogram.	As above Identify different microhabitats in their local area and identify living things that might live there.	How can we compare two different micro habitats?	The children can: Identify and compare two different micro habitats. Gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.
5	Research	Research to find answers to questions about world habitats.	As above Identify different microhabitats in their local area and identify living things that might live there.	How are habitats different around the world?	The children can: Identify world habitats and explain how they are different.
6	Identify/ classify	To be able to identify that most living things live in habitats to which they are suited	As above Identify world habitats and explain how they are different.	How are living things adapted to their habitat?	The children can: Identify characteristics that some living things have that make them best suited to the environment they live in.
7	Identify/ classify	To be able to describe how animals obtain their food from plants and other animals. Construct a simple food chain.	As above Identify characteristics that some living things have that make them best suited to the environment they live in.	What is a food chain?	The children can: Identify what some living things from a habitat eat and how they are linked in a food chain.