

Science



<p>Lower Key Stage 2</p> <p>Year A Spring Term</p>	<p>Big Picture Question: Living things and their habitats</p> <p>Read and spell with confidence - vocabulary:</p> <p>Scientific vocabulary: group, classify, classification, classification keys, observation, effects, similar, different, similarity, difference,</p> <p>Topic-specific vocabulary: animals, mammals, birds, vertebrates, invertebrates, reptiles, insects, amphibians, predators, tetrapods, oviparous, aquatic, flowering plant, grasses, non-flowering plant, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	<p>Resources</p> <p>Classification key (paper and online)</p> <p>Secondary sources – photos or video evidence of changes to environments</p>
<p>Science skills</p> <p>Developed through:</p> <ul style="list-style-type: none"> questioning using evidence enquiries and testing observations and measurement data conclusions and predictions differences, similarities and changes 	<p>What we want children to know:</p> <ul style="list-style-type: none"> Know that we can group living things using headings (using features that can be seen, e.g. numbers of legs, wings, etc. and using headings listed above) Know how to use a classification key to group and identify living things in the local and wider environment Know that environments can change and this can threaten living things (for example, damage through overuse, changes in climate or population, changes or variations from season to season, litter, deforestation) <p>Science skills to be developed:</p> <ul style="list-style-type: none"> Use question stems as starting points to raise questions about living things identified (what, where, why, which, when, how) Identify observed similarities and differences between living things Make observations of living things studied using appropriate vocabulary Use evidence about the effects of changes on an environment to support observations Use fieldwork to explore human impact on the local environment e.g. litter, tree planting Use secondary sources to find out about how environments may naturally change Use secondary sources to find out about human impact, both positive and negative, on environments <p>Possible evidence:</p> <ul style="list-style-type: none"> Shows understanding of a concept using scientific vocabulary correctly Name living things living in a range of habitats, giving the key features that helped them to identify them Give examples of how an environment may change both naturally and due to human impact Applying knowledge in familiar related contexts, including a range of enquiries Keep a careful record of living things found in different habitats throughout the year (diagrams, tally charts etc.) Use classification keys to identify unknown plants and animals Present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter 	<p>Data to show changes in environments</p> <p>Pictures of a variety of living things to classify</p>