Hallcroft Infant & Nursery School

Science Lesson Sequence

Autumn 2 - Year 2

Micro Habitats

What we already know, remember and can do:

- Recall some life processes, giving examples of how they apply to plants and animals.
- Match different plants and animals to their habitats.
- Give examples of how animals use their habitat for food and shelter.
- Recall that plants produce their own food for energy.
- Name living things that are producers and place a producer at the beginning of a food chain.
- Use arrows to show the order in a food chain.

Working Scientifically:

- Classify objects into alive, never been alive and was once alive, giving reasons for their choices.
- Carry out research to find answers to questions.

	Learning Objective	What children will know and remember (Substantive)	What children will be able to do (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	**Learning Objective** **Working Scientifically** – To classify a variety of minibeasts.	✓ I can name a variety of minibeasts. ✓ I can recognise the different characteristics of minibeasts.	✓ I can sort minibeasts into groups based on my observations. ✓ I can organise questions to create a simple classification key.	identify minibeast	characteristics classification key classify criteria invertebrate microhabitat
2	**Learning Objective** **Working scientifically** - To recognise how scientists answer questions.		✓ I can recognise that scientists choose the most suitable way to answer questions. ✓ I can ask questions about worms. ✓ I can use an information text to find answers to questions.	criteria microhabitat	research
3	**Learning Objective** **Knowledge** – To recognise that living things live in habitats to which they are suited. **Working scientifically** To gather and record data to answer a question.	✓ I can give examples of how microhabitats suit the needs of minibeasts.	✓ I can make close observations and use equipment safely. ✓ I can gather data and record it in a survey.	microhabitat minibeast	camouflage survey

4	**Learning Objective** **Working Scientifically** To ask questions and plan how to carry out an experiment.		✓I can ask questions about the conditions mini beasts prefer. ✓I can suggest what observations to make. ✓I can order the steps of a method.	Food chain Condition	Test Data Method
5	**Learning Objective** **Working scientifically** To carry out an experiment and record data in a table.		✓I can use tally marks to record results. ✓I can use a stopwatch. ✓I can use my results to answer a question.	method	comparative/fair test conclusion condition results tally
6 **Outcome**	**Learning Objective** **Knowledge** To identify a variety of flowering plants. **Science in action** To understand the role of a botanist.	✓I can recognise similarities and differences. ✓I can use an identification chart to name flowering plants. **Science in action** ✓I can describe the role of a botanist.		identify research	botanist species

Science - Microhabitats

A **microhabitat** is a small area with different conditions to the surrounding area.

under logs and stones

grass

leaf litter

soil

Minibeasts are small creatures without a backbone.

Minibeasts are small creatures without a backbone.

woodlouse

ladybird

snail

worm

Minibeasts live in microhabitats that provide them with ***food*** and ***shelter***.

Scientists use **super Science skills** to find answers to questions.

Super Science skills	
Researching	
Observing over time	
Comparative and fair testing	
Grouping	
Spotting patterns