Science Learning Organiser – Year 2 Autumn 1 – "What if we lived in a world without trees?"

Prior Learning (What we already know?):

- Knowledge of season, decay and weather patterns (EYFS)
- Names of local flora and fauna (EYFS)
- Know that the world resources are not endless and we need to view them as precious (EYFS)
- To be able to name some common plants and trees (Year 1)
- To know the parts of a plant/tree (Year 1)

New Learning:

- To be able to describe a simple food chain (e.g. grass, cow, human)
- To be able to give an example of something that is dead, alive or has never been alive.
- To know the meaning of the words habitat and microhabitat
- To know some plants and animals in local habitats
- To know seeds and plants needs water to grow but they have a store of food inside them
- To know plants grow from seeds and bulbs

New Science Skills:

To be able to classify and sort leaves based on their appearance, plants and animals by the habitat they live in and objects according to if they are alive dead or never alive.

To be able to identify trees using secondary sources.

To be able to research protected animals using secondary sources.

To be able to observe seeds and bullbs grow over time.

To use pattern seeking to see where woodlice prefer to live.

Key Questions:

Can you explain what is happening to protected animals?

What is the relationship between wool and a sheep?

How would you classify…..?

How can you find out where woodlice like to live?

What would happen if there were no worms for birds to eat?

Think it, Believe it, Live it

Vocabulary:

light, shade, sun, warm, cool, water, grow, healthy, Horse Chestnut, pond, woodland, bushes under logs. Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed

Key Facts:

Roughly a 1/3 of the Earth's land is covered by forest.

In the UK up to 7 billion trees are cut down each year.

The number of hedgehogs in 1950s was 30 million and now there are only 1 million.

The Horse Chestnut tree has been re-classified as vulnerable.

58% of Europe's endemic trees are facing extinction.

Protected animals in the UK include Skylarks, bats, badgers and Great Crested Newts.

The school field has Sycamore and Hawthorne trees, and woodlice, ladybirds and millipedes.

Garlic and daffodils grow from bulbs and poppies, carrots, Oak trees and runner beans grow from seeds.

Wood is dead because it was alive when it was a tree.

Plastic was never alive it is man made.

Key Resources:

Can I do this?

Whilst changing the shape of an object describe the action used

Sort objects by if they are living, dead or were never alive

Explain a simple food chain

List plants and animals that live in the school

Explain in simple terms why an animal or plant is suited to a habitat e.g. a caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat

Explain how bulbs and seeds grow

Explain what a habitat and micro-habitat are