



NURTURING NATURE: Engaging and Taking Responsibility

Focus Overview

YEAR 2: Habitats



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

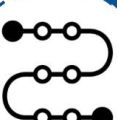
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



Nurturing Nature: Engaging and Taking Responsibility Year 2 – Habitats



Science and sustainability will be the driving force behind our units in our theme of 'Nurturing Nature'. Children will learn about the delicate balance of nature and the world around us and the impact of humans and their decisions on this balance. Throughout this unit, children will learn about Habitats, taking this learning from our **Science** unit. We will identify a variety of plants and animals in their habitats (including micro habitats) and investigate the suitability of environments for animals. Our enquiry project will explore our Forest School and if it is as biodiverse as it could be. This will develop the children's understanding of the importance of biodiversity and its place in our world. Throughout the enquiry process, children will explore and apply a variety of the **6Cs**. For **Catholic Social Teaching**, children will be able to talk about care for creation including caring for habitats in our local environment. Fieldwork in our Forest School and beyond will play an important role in children exploring different habitats and their knowledge of different animals that live there. In **Art**, children will explore the art of Andy Goldsworthy and try to replicate his work by creating natural collages. They will also share ideas using drawing, painting and sculpture.

Theme Impact

Children will have a deeper understanding of the importance of biodiversity and how this is an integral part of our world. They will begin to understand their role in maintaining biodiversity and how they can play a small part in their local area. Pupils will use creativity to create ways of increasing the biodiversity of our Forest School.

Catholic Social Teaching

Care for Creation

Children will develop their understanding of how to show care for our world, God's creation. They will focus on caring for habitats in our local environment. They will learn about the importance of this in terms of protecting future life on our planet for God's creation to continue thriving. By learning about how some people in the world are reducing biodiversity (e.g. through deforestation), they will understand the importance of their role in the world.

Enquiry

6C Objectives

Character

- I understand that mistakes provide a learning opportunity.
- I listen to feedback to improve my ideas.
- I put 100% effort into each part of my learning.

Communication

- I can change my language and tone depending on the audience
- I can use technology to share my ideas to an audience
- I can speak confidently, and with clarity, to a group of people and explain my ideas

Collaboration

- I can help my group to overcome disagreements by listening to each member
- I can complete set tasks independently that will help towards a final outcome
- I can contribute to group decisions

Creativity

- I can identify a problem that needs to be solved
- I can think of solutions to given problems
- I can improve my ideas after tests

Critical Thinking

- I can make clear decisions, using what I have learned to explain why.
- I can use information I have gathered to create solutions for problems
- I can suggest appropriate sources of information for different subjects

Citizenship

- I can explore real-world problems and think of creative solutions
- I can talk about peace, conflict, inequalities and injustices that exist in the world when planning my project
- I know why the environment is important for human survival, and do I think about this in my projects
- I know that people see the world differently because of their different cultures and identities

Science

National Curriculum Objectives

- Identify and compare things that are living, dead and things that have never been alive
- Name and identify a variety of plants and animals in their habitats (including micro habitats) and investigate the suitability of environments for animals
- Understand simple food chains.

Recap if needed:

- Identify, classify and compare a variety of animals, including fish, amphibians, reptiles, birds and mammals.
- Identify and classify animals that are carnivores, herbivores and omnivores

Knowledge and Skills Progression

- The difference between living, dead and that which was never alive.
- What a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another.
- The names of key plants and animals from a variety of habitats.
- The adaptations these plants and animals have to survive these habitats.
- Know how these animals and plant depend on each other for survival.
- What a food chain is and why they are important.
- Understand interdependency and food chains, explained thorough diagrams, written and spoken presentations
- Understand what a food source is.

Working Scientifically Suggestions

- Sort and classify things according to whether they are living, dead or were never alive, and recording their findings using charts.
- Describe how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.
- Construct a simple food chain that includes humans (e.g. grass, cow, human).
- Describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Working Scientifically Skills

E1: ask simple questions and recognise that they can be answered in different ways

E2: observe closely, using simple equipment

E3: perform simple tests

E4: identify and classify

E5: use their observations and ideas to suggest answers to questions

E6: gather and record data to help in answering questions

Being a Scientist

B1: Enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them.

B2: They should be encouraged to be curious and ask questions about what they notice.

B3: They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

B4: They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Vocabulary

living, habitat, energy, food chain, predator, prey, woodland, desert, source, adapt

Art

National Curriculum Objectives

- Use experiences and ideas as the inspiration for artwork, using a range of materials.
- Share ideas using drawing, painting and sculpture.
- Learn about the work of a range of artists, artisans and designers.

Knowledge and Skills Progression

E1 record and explore ideas from first hand observations.

E2 ask and answer questions about starting points for their work.

E3 develop and share their ideas, try things out and make changes.

E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.

E5 think critically about their art and design work.

D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.

D2 draw lines and shapes using different surfaces.

D3 invent lines and shapes in drawing.

D4 to draw from imagination and experience

C1 arrange and glue materials to different backgrounds.

C2 fold, crumple, tear and overlap papers.

Geography

GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features

Application

Is our Forest School as biodiverse as it could be?

Application in this theme will be through the enquiry project. Children will have a number of opportunities to explore the 6Cs, particularly Communication and Collaboration as they will be working in groups to design and make a habitat to be put into Forest School. Children will also have opportunities to evaluate how they have worked, particularly when they have completed group work. They will learn about how the actions of people is reducing the amount of biodiversity in the world. Children will sign an online petition and sign a class Environment Pledge which will be their promise to looking after God's creation (links to Catholic Social Teaching: Care for Creation).

Wider Curriculum Opportunities

Writing	Reading
Non-chronological report about hedgehogs	<p>The Owl who was Afraid of the Dark – Jill Tomlinson (Reading challenge book)</p> <p>Spyder Diary of a Spider The Cranky Caterpillar The True Story of the Three Little Pigs to support T4W text The Literacy Shed- Owl Babies video clip- to use for comparing texts and images. Narrative extract: The Hodgeheg Page 63 from Reading Explorers (interpret focus)</p>

Computing – application of previously taught skills

Enrichment

Weekly Forest School

Home Learning

Websites/Resources

<https://www.wwt.org.uk/discover-wetlands/fun-and-learning/make-it-activities/>

<https://www.wwt.org.uk/uploads/documents/2020-06-22/wwt-make-a-plastic-bottle-bird-feeder.pdf>

<https://www.wwt.org.uk/uploads/documents/2020-07-12/wwt-make-your-own-bug-hotel.pdf>

<https://www.muddypuddles.com/blog/build-hedgehog-house/>

Evaluation Notes

Children's enquiry project all took place outside at Forest School. We spoke to Pete about what we wanted to achieve. Children made bird feeders, a bug hotel and planted seeds. Children really enjoyed this topic and with Forest School, it was quite successful.

Science planned and taught by student Stavros.

Stand-alone objectives to be covered this term

PE

Gymnastics Unit 2

Comment on aspects of own and others performances.

Perform with control and consistency basic actions at different speeds and on different levels.

Create and perform a simple sequence

Show contrasts in gymnastics shapes and actions.

Work to improve flexibility and strength.

Attempt to use rhythm whilst performing a sequence.
Use core strength to link gymnastic elements e.g. back support and half twist.
Remember and repeat sequences.
Reflect on own performance and use scoring system to judge performance.
Develop character and maturity to work in close proximity with others

Key vocab: jump, sequence, egg roll, log roll, forward roll, log roll, travelling, shapes, height, balance

Attack, Defend and Shoot Unit 1

Select and apply a small range of simple tactics
Begin to look for space to pass into or run to in order to receive
Select the more appropriate skill to move forwards to shoot
Can send a ball using feet
Can receive a ball using feet
Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
Can send a ball using hands
Can receive a ball using hands
Can play in a variety of positions in both defence and attack

Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork

RSE/PSHE

RSE Module 2 Unit 3:

Session 1: Being Safe
Session 2: Good Secrets and Bad Secrets
Session 3: Physical Contact
Session 4: Harmful Substances
Session 5: Can you Help Me? – first aid

Music

On this Island

Cooking in the Curriculum

Carrot Cookies - see cooking curriculum for recipe guidance and skills.