



Year 2 Spring How do different animals survive?





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Intent: The Why Behind our Topic

Rationale

How do different animals survive? will give children an in-depth insight into how animals have adapted to live in different habitats and on different foods. They will identify similarities and differences between animals in different parts of the world. It will give children the opportunity to learn about habitats, adaptation and food chains. In doing so, they will consider why some animals eat meat and others don't. In addition, children will also get the opportunity to consider whether animals would survive in different habitats and how they would have to change.

Key Curriculum Areas: Science, Art, DT, History, Geography

We will meet the S&L needs of our children by: *Introducing and exploring key vocabulary related to animals and their habitats, ensuring that it is used throughout children's discussions. There will be opportunities to ask and answer questions, explain key features and role play. This topic will link directly to the key text used in English.*

We will allow children to understand cultural differences and break down stereotypes by: *Exploring why some adults or children may choose to be vegetarians and others may choose to eat meat and debating the pros and cons of both sides. Looking at why some people choose to keep pets and what different animals can mean to different cultures.*

We will meet the SEMH needs of our children by: *Exploring the basic needs of humans and other animals particularly pets. Exploring why some animals are becoming extinct with a focus on having their homes destroyed and therefore their food sources.*

We will meet the socio-economic disadvantages of our children by: *Exploring what is actually a basic need and what isn't and exploring how they can make the areas around school and their own homes more wildlife friendly.*

Purposeful Outcome:

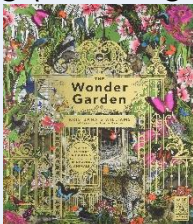
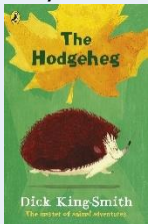
Most children will be able to *explain the similarities and differences between a range of animals and their habitats.*

Some children will be able *give examples of how animals have adapted to their habitat.*

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Implement: Topic-developed NCS Requirements

Term Skeleton Coverage	
Week 1:	<p>The key curriculum objectives will be met through:</p> <p>Science <i>Children will explore a range of animals and group them in different ways (where they live, size, number of legs etc.). They will explore the difference between the structure of a variety of common animals and discuss why they think the animals are like that e.g. why don't fish or snakes have feet? Why do penguins have wings? Why do lions have 4 legs but spiders have 8? They will explore the term living and identify things that are living, are dead and have never been alive.</i> <i>Children will explore different habitats of a variety of animals and look for similarities and differences between the animals that live in those habitats. They will look at food chains and how the plants animals in each habitat can rely on each other for survival.</i></p>
Week 2:	<p>Topic Week 2 – Art & DT: <i>Children will continue to look at habitats around the world before focusing on England. Children will visit Middleton woods and go on a minibeast trail. They will sketch the minibeasts they find in each microhabitat and look for similarities and differences between those living in each microhabitat.</i> <i>Children will design and make their own microhabitat for the school allotment for their own chosen minibeast. They will return to the allotment in week 3 to see if their habitats have worked.</i></p>
Week 3:	<p>Geography/TBC: <i>Added as topic goes on, allowing for reflection, evaluation and reviewal of how topic is going. What still needs to be done to ensure children can answer the question “How do different animals survive?” and achieve the purposeful outcome.</i></p>
Experience:	<p>Visit to Middleton woods for a minibeast hunt.</p>
Reading and Writing	<p>Class Books – Hodgeheg (Dick King-Smith) The Wonder Garden (Jenny Broom)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Shared Reading – Extracts from: the class texts. Non-fictional excerpts various texts to compare to fictional shared-reading.</p> <p>Talk for Writing Units: To be decided by class teacher</p>



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Impact: Subject Leader and Teacher Evaluation

How do different animals survive?

Teacher General Review of Topic:

Subject Specific Review of Topic:

History:

Geography:

Science:

Art:

DT:

Curriculum Coverage – Assessment Evaluation

History:

Geography:

Science:

Art:

DT: