Science

Barnton
Community Nursery & Primary School
Inspire - Believe - Achieve

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality science education. They will be equipped with the knowledge, skills and vocabulary to understand how science can be used to explain what is occurring, predict how things will behave and analyse caused. We intend to inspire a sense of enjoyment and curiosity about science.

Living Things and Their Habitats

Spring 1

Igniting Prior Knowledge:

- Growing locally, there will be lots of different plants which all have specific names e.g. daffodil, daisy, buttercup, horse chestnut.
- There are five main animal groups – fish, birds, amphibians, reptiles and mammals.
- Children need to be able to identify and name some animals from each of these groups e.g. shark, frog, snake, chicken, dog.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Animals eat certain things – some eat other animals (carnivores), some eat plants (herbivores) some eat both plants and other animals (omnivores).

Key Vocabulary:

- Living
- Dead
- Never been alive
- Movement
- Repiration
- Sensitivity
- Growth
- Reproduction
- Excretion
- Nutrients
- Suited
- Suitable
- Basic needs
- Shelter
- Mo e
- Feed
- Food chain
- Predator
- Prey

New Knowledge:

- All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children) (MrsGREN).
- An object made of wood is classed as dead.
- Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).
- Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there.
- Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well.
- The habitat provides the basic needs of the animals and plants – shelter, food and water.
- Habitats are affected by changes to the environment. For example, reduced pollution levels during Lockdown 2020 made the water clearer and welcomed swans, fish and seabirds back.
- The way that animals obtain their food from plants and other animals can be shown in a food chain. The arrow on a food chain shows 'is eaten by.
- A predator is an animal that hunts and eats other animals. Prey is an animal that is eaten by another animal. An animal can be both prey and a predator (e.g. frog eats flies and is also food for e.g. a hawk).