Additional advice for Y2 teachers

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Introduction tohabitats | Humans | Materials | Animals and their habitats | Plants | Habitats |
| This half term, begin with the field journal advice below. Use opportunities linked to exploring minibeasts and plants in a local habitat e.g.-A habitat walk-Minibeast safaris (exploring soil, under rocks/logs, in cracks/holes)-Recording observations- Features of a minibeast (wings, no of legs, etc.)-Introducing spotter sheets/identification charts-what is an insect – what features? | HumansBasic needs, exercise, eating the right amounts of different types of food, and hygienePlant bulbs for observing in Spring 1- Plant a variety of bulbs (at least 2) to offer a comparison– draw bulbs before planting and make predictions of what they might grow into | Everyday materials and their usesDiaries of bulb plant growth (take measurements of shoot/leaf length and temp) – plants in our local habitat | Animal Survival and Growth* Observing first-hand how animals change as they grow
* Introducing habitats and animals from different habitats (e.g. through story)
* Features of a good homes/habitats
* Alive / not alive
* Comparing real and not real animals
* Researching other habitats further afield (eg seashore, woodland, in the ocean, in the rainforest)
* Food chains

Visit a different habitat either now or in Sum2Bug of the month | PLANTS – Bulbs and seeds, growing healthy plants | Continue with plant themeContinue with habitat themeThe content in this theme can be spread throughout y2 (see nature journal advice below). This term concentrate on these concepts;* Increase in the number and variety of minibeasts found
* Designing their own minibeast – what features does it have?
* Visit to another habitat e.g. pond, wetland centre, nature reserve
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| **Nature journals: Observing and recording a variety of living things in their habitats**It is useful to introduce the nature journal work at the beginning of the school year to allow children to more opportunities for observing **a wider variety** of plants and animals than could be achieved within one half term in the summer. Once per half term children should revisit a habitat or visit an alternative habitat and record their observations. A nature journal can be used for this. What do they notice about different habitats? About different times of the year?A variety of local habitats could include;Woodland area (on tree bark, on ground/under leaves, bird habitats), flowerbed, growing plot, under a rock(s), log pile, minibeast hotel, pond area, in a wall/path, |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  Exploring a local habitat Animals in my habitat. Bug of the month* What bugs can I find in my habitat?
* Observational Drawing of a minibeast
* What can I find out about a specific minibeast?

 Visit from a bug expert (either here or in the summer term). |  Bug of the month -* What bugs can I find in my habitat?
* What can I find out about a specific minibeast?
* Are there fewer or more than last time we visited? Why?
 |  Bulb growth diaries Possible bird focus. Take part in BBC Birdwatch campaign. Plan how to improve the school grounds or home garden for birds during winter. Make a link with a live bird box camera for lifecycles work (or early in Spr 2). |  Bug of the month* What bugs can I find in my habitat?
* What can I find out about a specific minibeast?

 Recording diaries of plants grown |  How have plants changed in my habitat? (colour, number, variety). Bug of the month* What bugs can I find in my habitat?
* What can I find out about a specific minibeast?
 |  Bug of the month* Do I find any more bugs now the weather is warmer?
* Can I invent my own bug?
* Can I invent my own animal? How is it adapted to live in a particular habitat?
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