Additional advice for Y2 teachers

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| Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| Introduction to  habitats | 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? | Humans  Basic needs, exercise, eating the right amounts of different types of food, and hygiene  Plant 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 uses  Diaries 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 Sum2  Bug of the month | PLANTS – Bulbs and seeds, growing healthy plants | | Continue with plant theme  Continue with habitat theme  The 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? |