Science Curriculum – Cycle A

Lower Key Stage 2 – Autumn 2

Theme – Living things and their habitats (Biology)
Enquiry Question – What living things are in the environment?

National Curriculum Coverage

Pupils should be taught to:
Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Recognise that environments can change and that this can sometimes pose dangers to living things.

Key Scientists:	**Comparative Test** What conditions affect how many woodlice move around? **Fair Test** Does the amount of heat affect the greenhouse gases produced?	**Observation over time** How does the variety of invertebrates on the school grounds change over the year?	**Pattern Seeking** How has the use of insecticides affected bee population?	**Research** Why are people cutting down the rainforest and what affect does it have?

Objective	Challenge	Working Scientifically	Vocabulary
• To know that living things can be grouped in a variety of ways - animals (vertebrate/invertebrate), flowering and non-flowering plants (ferns and mosses) - To know that vertebrates can be grouped into fish, amphibians, reptiles, birds and mammals - To know that invertebrates can be grouped into snails, slugs, worms, spiders and insects • To explore and use classification keys to help group, identify and name a variety of living things • To know that environments can change - To know that human impact can have both positive and negative effects. - To know some positive effects (nature reserves, ecologically planned parks and garden ponds)	• To give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment • To name and group a variety of living things based on feeding patterns (producer, predator, prey, herbivore, carnivore, omnivore) **or own challenges*	See separate objectives sheet.	Living things, classification/classify, plants, non-flowering, flowering, vertebrate, amphibian, fish, reptile, birds, mammals, invertebrate, environment, positive/negative impact, dangers, human impact, endangered species

- To know some negative effects (population and development, climate change, litter and deforestation) • To know that changing an environment can sometimes pose dangers to living things.			