

Learning Challenge Question: **Which birds and plants would Little Red Riding Hood find in our park?**

**WOW MOMENT: Trip to the park**

**Week 1 and 2:**  
**What Would Little Red Riding Hood find in Adswood Park? (Research)**  
*What do we know? What do we want to find out?*  
*Knowledge organiser.*  
*WOW – Trip to the park*  
**Science LI:** I am able to identify and name a variety of plants and animals in their habitats, including micro-habitats.  
**Science LI:** I know that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

**Week 3: How do animals and plants stay alive? (Fair Testing), (Observation over time)**  
**Science LI:** I know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  
**Science LI:** I know the differences between things that are living, dead, and things that have never been alive.  
**Science LI:** I know how seeds and bulbs grow into mature plants.  
**Science LI:** I know how plants need water, light and a suitable temperature to grow and stay healthy.

**Week 4: Can I make a puppet?**  
**DT LI:** I can identify a purpose for my puppet  
**DT LI:** I can make simple labelled drawings based on a success criteria  
**DT LI:** I can evaluate my puppet

**Week 5: Can I make a puppet?**  
**DT LI:** I can identify a purpose for my puppet  
**DT LI:** I can make simple labelled drawings based on a success criteria  
**DT LI:** I can evaluate my puppet

**Week 6: Reflection week**

**RE-** How should we care for others and the world and why does it matter?

**Homework:** Research project about plants or wildlife.

**English Text:** A butterfly is patient/The poisonous centipede.

Term: Summer 1 Year Group 2

**Vocabulary** explore, compare, plants, growth, seeds, bulbs, water, light, temperature, identify, deciduous, evergreen, living, dead, habitat + examples, energy, food chain

**Knowledge:**  
**Living things and their habitats**

- know the differences between things that are living, dead, and things that have never been alive.
- know that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- able to identify and name a variety of plants and animals in their habitats, including micro-habitats.
- know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Plants**

- know how seeds and bulbs grow into mature plants.
- know how plants need water, light and a suitable temperature to grow and stay healthy

**Skills**

- Explore the world around them.
- Ask simple questions.
- Carry out simple tests.
- Use simple secondary sources to find answers.
- Observe closely using simple equipment.
- Observe changes over time.
- With help, begin to notice patterns and relationships.
- Use their observations and ideas to suggest answers to questions.

**DT Link:**

**Knowledge**  
**Design/Make/Evaluate** (puppets)

- I can draw on their own and other’s experiences to help generate ideas.
- I can develop their design ideas through discussion, observation , drawing and modelling.
- I can identify a purpose and target audience for what they intend to design and make.
- I can make simple labelled drawings based on simple criteria.
- I can evaluate their ideas and products against design criteria
- I can evaluate their ideas and products considering what they like and don’t like about it.

**Skills**

- I can make my design using the appropriate tools, equipment and techniques safely.
- I can measure, mark and cut with some level of accuracy.
- I can assemble, join and combine materials to make a finished product.
- I can select finishing techniques.

I can develop my basic sewing skills.

