

Central Idea

This statement ties the learning together to create connections and provide a context across pupils' knowledge.

People's choices and actions impact habitats around the world.

Words in blue do not link to the central idea.

Lines of Inquiry

These inquiries are the phases of learning that take place, supporting the children to develop their understanding of the central idea.

- How animals are adapted to their environments (connection)
- Changes in habitats over time (causation)
- Human actions can have positive and negative outcomes for the environment (responsibility)

Maths

Shape

- Name a range of 3D shapes and name some properties of 3D shapes
- Identify symmetry in shapes

Fractions

- Recognise and find $\frac{1}{2}$ of shapes and quantities
- Recognise and find $\frac{1}{4}$ of shapes and quantities

PSPE

RSE:

- Recognise the main stages of the human life cycle (baby, child, adult)
- Recognise the process of growing takes time and describe what changes

PE: Tennis

Computing

Coding: Scratch Jr:

- Predict outcomes of a set of three instructions
- Test a set of two or three instructions.
- Use the grid to move the sprite from x to y.

Social Studies

History:

- Famous polar explorer- Ernest Shackleton- who was he and what did he do?

Geography:

- Continents of the World
- Relate a country's proximity to the poles or equator with its climate.
- How are the polar regions changing?

RE: What can we learn from sacred books?

YEAR 2 MODULE 5

Science

Materials:

- Describe how different habitats provide for the basic needs of different kinds of animals and plants, including microhabitats
- Describe how animals obtain their food from plants and other animals
- Describe how an animal is adapted to its environment

English

Key text: The Rainbow Bear & Can we really help the polar bears?

Writing Outcomes:

- Explanation text
- Letter- in role as a polar bear
- Letter - describing a setting

The Arts

Art focus:

- Studying and appraising the work of Linda Lang
- Experiment with colour mixing to find colours which they wish to apply to their art.

Visit

- Visit museums that have exhibitions of the polar regions- The British museum
- Visit the Greenwich observatory
- Visit zoos and animal parks to look at habitats of animals

Websites

BBC Living Things and Their Habitats

National Geographic: habitats

Apps

Spelling Shed
TTRS
Numbots

Get Creative

- Make a model of a perfect habitat for an animal
- Create a brand new species of animal and describe its perfect habitat
- Create a piece of artwork in the style of Linda Lang

In the Car

- How many different animals/habitats can you spot on your journey?
- Sketch the different habitats you see including microhabitats

Get Outdoors

- Find as many different microhabitats you find in your garden and identify the different animals you find there.
- Sketch the different microhabitats you can see
- Create a brand new microhabitat in your garden to encourage wildlife.

IT

- Research Ernest Shackleton and make some slides about him to share with the class.
- Research climate change in the polar regions and present your findings in your chosen way

Look Out For

- Books about Ernest Shackleton and polar explorers
- Events supporting charities for climate change in the polar regions
- Information on polar regions and the impact of climate change on the animals that live there- i.e. newsround

Raising Awareness

- Make posters making people aware of what is happening to the polar regions
- Join WWF
- Do a fundraising event to raise money for WWF

YEAR 2 MODULE 5

Home Learning Opportunities