PIP DISCOVERS LIVING THINGS - YEAR 2: SCIENTIFIC ENQUIRY OVERVIEW

Lesson:	Objectives:	Scientific Enquiry:	Equipment:
Lesson What Is Alive?	• Notice what all living things can do • Look carefully to spot living things • Ask questions about what makes something alive	Learners observe objects and decide if they show signs of life such as movement, growth or needing food, water and air. Enquiry type: Identifying and classifying, observing closely.	6 pot plants, 6 soft toys, 6 plastic cups, 6 animal pictures, 6 signs-of-life tables, 6 magnifying glasses.
Lesson 2 What Is Dead?	• Spot the difference between living and dead things • Notice what has changed when something dies • Sort things into living or dead and say why	Learners compare feathers, dried flowers, hair and wood to decide what was once alive and explain what has changed. Enquiry type: Identifying and classifying, using observations	6 feathers, 6 dried flowers, 6 hair samples, 6 model teeth, 6 wooden twigs/objects, 12 sorting mats (2 per group), 6 recording sheets, 6 magnifying glasses.
Lesson 3 Was It Ever Alive?	• Spot the difference between dead and never alive things • Name things that were never alive • Sort things and say why they go in each group	Learners classify rocks, plastics, metals and fossils as dead or never alive and record reasons. Enquiry type: Identifying and classifying, asking simple questions.	6 rocks, 6 plastic toys, 6 metal spoons, 6 fossils/replicas, 6 glass/acrylic samples, 6 classification tables, 6 magnifying glasses.
Lesson 4 What Do Living Things Need?	• Know what living things need to stay alive. • Notice what happens when they do not get what they need. • Explain how we can keep living things healthy.	Learners match examples to life processes and explain what happens if a living thing does not get what it needs. Enquiry type: Observing closely, using observations.	6 sets of life-process picture cards, 6 match-and-stick sheets, 6 glue sticks, 6 classroom plants, 1 video clip for whole class.
Lesson 5 What Are Some Tricky Objects?	• Sort tricky objects into living, dead, and never alive. • Explain why some objects are hard to sort. • Use clues to justify our ideas.	Learners examine seeds, shells, feathers and toys to justify whether they are living, dead or never alive using clues. Enquiry type: Identifying and classifying, using observations to justify answers.	6 seeds, 6 shells, 6 feathers, 6 twigs, 6 plastic toys, 6 flame picture cards, 6 classification sheets.
Lesson 6 Where Can We Find Living Things?	• Find living, dead and never alive things outdoors • Record what we find with drawings and labels • Explain our choices using evidence	Learners search outdoors for living, dead and never-alive things, record findings and explain one choice with evidence. Enquiry type: Gathering and recording data, identifying and classifying, observing closely.	6 tally charts, 6 clipboards, 6 magnifying glasses, 6 collecting trays (optional).