

Year 2 – Living Things & their Habitats					
National Curriculum Objectives		Sticky Knowledge		Vocabulary	
- Explore and compare the difference between things that are living, dead and things that have never been alive. - Identify 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. - Identify and name a variety of plants and animals in their habitats, including micro habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.		- Some things are living, some were once living but now dead and some things never lived. - There is variation between living things. - Different animals and plants live in different places. Living things are adapted to survive in different habitats. - Environmental change can affect plants and animals that live there. - Plants and animals in the same habitat depend on each other.		Living, dead, never alive, habitats, micro-habitats, food, food chain, shelter, polar, woodland, ocean, rainforest, conditions, desert, damp, shade, predator, prey	
Non-statutory				Key Scientists	
- Introduce the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. - Identify and study a variety of plants and animals within their habitat, observing closely how living things depend on each other. - Compare animals in familiar habitats with those found in less familiar habitats. - Construct a simple food chain that includes a human. - Describe the conditions in different habitats.				Linked Texts	
				Terry Nutkins (TV Presenter) Liz Bonnin (Conservationist)	
				<i>A Log's Life</i> (Wendy Pfeffer) <i>There's a Rang-Tan in my Bedroom</i> (James Sellick) <i>No Place Like Home</i> (Jonathon Emmett)	
Prior Learning		Key Question(s)		Future Learning	
In Early Years children should: - Comments and questions about the place they live or the natural world. - Shows care and concern for living things and the environment. - Can talk about things they have observed such as plants and animals. - Notifies features of objects in their environment. - Comments and asks questions about their familiar world.		- Do all animals eat the same thing? - Which animals hunt, and which animals are hunted? Why? - What animals live in our school environment? - How are animals and plants 'adapted' to live in their habitats - Why do animals and plants like to live in different places? - How do seasons affect our animals and plants? - Which animals hibernate and why? - Why do snails hibernate, but slugs do not? - How do habitats change over our school year?		In Year 4 children will: - 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. - Know and label the features of a river - Recognise that environments can change and that this can sometimes pose danger to living things.	
Teaching Ideas					
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Assessment Opportunity
Is there the same level of light in the evergreen wood compared with the deciduous wood? 	How would you group these plants and animals based on what habitat you would find them in? 	How does the park change over the school year? 	What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms? 	How are the animals in Australia different to the ones that we find in Britain? How does a polar habitat compare do a desert habitat? What ideas did botanist Arthur Tansley have about habitats in 1935? 	Why do different animals live in different places?