



Year Two	Topic – Habitats	Term: Summer 1
Building on Prior Knowledge	Future learning	Key vocabulary
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)	Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed
Knowledge		Working Scientifically
Explore and compare the differences 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 different sources of food		Sorting and classifying things as to whether they are living, dead or were never alive. Recording their findings using charts Describing how they decided where to place things, Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' Talking about ways of answering their questions. Constructing a simple food chain that includes humans (e.g. grass, cow, human); Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); Finding out how the conditions affect the number and type(s) of plants and animals that live there.
Key Learning		
All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.) An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels). Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.		