

## YEAR 2

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
<b>LIVING THINGS AND THEIR HABITATS BIOLOGY</b>	<p><b>The three Prime ELGs of Communication &amp; Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>The Natural World ELG</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		<p>Explore and compare the differences between things that are <b>living, dead, and things that have never been alive</b></p> <p>Identify that most living things live in <b>habitats</b> 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 <b>depend</b> on each other</p> <p>Identify and name a variety of plants and animals in their <b>habitats, including microhabitats</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a <b>simple food chain, and identify and name different sources of food.</b></p>			<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use <b>classification keys</b> to help group, identify and name a variety of living things in <b>their local and wider environment</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Describe the differences in the <b>life cycles</b> of a <b>mammal, an amphibian, an insect and a bird.</b></p> <p>Describe the life process of <b>reproduction in some plants and animals.</b></p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including <b>micro-organisms, plants and animals</b></p> <p>Give reasons for <b>classifying</b> plants and animals based on specific characteristics</p>

### LIVING THINGS AND THEIR HABITATS COMPOSITES

Explore and compare the differences between things that are living, dead, and things that have never been alive  
 Identify and name a variety of plants and animals in their habitats, including microhabitats  
 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.

**COMPONENTS**

	1	2	3	4	5	6	End Point
	What is a living thing?	How are animals suited to their habitats?	What do habitats provide?	How do animals depend upon each other in a shared habitat?	What can be found in each habitat?	What is a food chain?	Children will be able to identify different animals and plants in habitats – TRIP/Outside areas
<b>CONCEPTS</b> 	LIFE PROCESSES FUNCTIONS	LIFE PROCESSES FUNCTIONS	ENVIRONMENT LIFE PROCESSES	ENVIRONMENT LIFE PROCESSES FUNCTIONS	ENVIRONMENT LIFE PROCESSES FUNCTIONS	ENVIRONMENT LIFE PROCESSES FUNCTIONS	Understand what a habitat is Identify animals and plants in a habitat and how they provide for each other
<b>SKILLS</b>	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	Identify how different habitats provide for the basic needs of different kinds of animals and plants	Identify 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 microhabitats	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	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
<b>KNOWLEDGE</b> <a href="#">Living Things and Their Habitats Year 2 Knowledge Organiser (twinkl.co.uk)</a>	Items are living, dead and never living	Know what a habitat is Know what animals and plants are in that habitat	Know what a habitat provides for a living thing	Animals and plants depend upon each other in their habitat	Know what a habitat is Know what animals and plants are in that habitat Know what a microhabitat is.	Know what a food chain is.	Different animals and plants share habitats  Identify food chains
<b>LESSON LINK</b>	<a href="#">MTP Term 4</a>	<a href="#">MTP Term 4</a>	<a href="#">MTP Term 4</a>	<a href="#">MTP Term 4</a>	<a href="#">MTP Term 4</a>	<a href="#">MTP Term 4</a>	
<b>PROGRESSIVE VOCABULARY</b>	living thing dead never living	habitat living thing animal plant	habitat living thing animal plant	habitat living thing animal plant	habitat microhabitat living thing animal	food chain food sources predator prey	Articulate and recognise subject specific vocabulary

			provide survive life processes	depend survive life processes	plant depend survive life processes	producer consumer	
<b>CURRICULUM EXPERIENCES</b>					Look at habitats in the school grounds and on a trip	Food Chains workshop	Know what a habitat is Know what animals and plants are in that habitat Know what a food chain is.
<b>END POINT</b>	Children will be able to identify if an item is living, dead or never living	Children will know what a habitat is. Children will identify animals and plants in a habitat	Children will identify what a habitat provides of a living thing	Children will describe how animals and plants provide for each other in a habitat	Children will match animals and plants to their habitats	Children will be able to complete a food chain	

