



The Canons CE Primary School



Year 2 – Living Things and Their Habitats

Prior Learning	In Year 2	Future Learning
In Year 1 children will be taught to: • describe how flowers grow • compare flowers and plants to identify similarities and differences • name the different parts of a flower e.g. root, stem, leaf • identify and name a variety of common wind and garden plants and trees, and those classified as deciduous and evergreen. <i>(Plants)</i> • recognise herbivores, carnivores and omnivores from the animals that they know • describe the terms herbivore, omnivore and carnivore • recognise, and describe, animals in their local environment • describe the similarities and differences between fish, amphibians, reptiles, birds and mammals • name certain fish, amphibians, reptiles, birds and mammals. <i>(Animals, including humans)</i> • talk about the changes to plants across the seasons. <i>(Seasonal changes)</i>	In Year 2 children will be taught to: • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals get their food from plants and other animals • describe how certain animals are suited to their habitats • identify that most living things live in habitats to which they are suited to provide their basic needs • compare the differences between things that are living, dead and things that have never been alive • create a simple food chain for habitats in their local environment.	In Year 4 children will be taught to: • research and describe the negative human effects on an environment such as dropping litter and pollution • research and describe the positive human effects on an environment such as creating nature reserves • understand the impact humans have on their local environment • recognise that environments change over time • use keys to identify living things in their local environment • group plants into categories such as flowering plants and non-flowering plants • group animals into vertebrates and invertebrates. <i>(Living things and their habitats)</i> • create their own food chains • interpret a food chain • identify and describe prey/a predator/a producer in a food chain. <i>(Animals, including humans)</i>



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	Key Vocabulary	
	• living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed • names of local habitats e.g. pond, woodland etc. • names of micro-habitats e.g. under logs, in bushes etc.	
Famous Scientists	Common Misconceptions	Possible Evidence to be Secure
• Rachel Carson - marine pollution • Liz Bonnin - conservationist	Some children may think: • an animal's habitat is like its 'home' • plants and seeds are not alive as they cannot be seen to move • fire is living • arrows in a food chain means 'eats'.	Children can: • find a range of items outside that are living, dead and never lived • name a range of animals and plants that live in a habitat and micro-habitats that they have studied • talk about how the features of these animals and plants make them suitable to the habitat • talk about what the animals eat in a habitat and how the plants provide shelter for them • construct a food chain that starts with a plant and has the arrows pointing in the correct direction.



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Working Scientifically

National Curriculum Statutory Requirements

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.
3. Perform simple tests.
4. Identify and classify.
5. Use their observations and ideas to suggest answers to questions.
6. Gather and record data to help in answering questions.

Highlighted = main focus during this topic

Teaching Ideas – Different Types of Scientific Enquiry

Comparative and Fair Testing	Identifying and Classifying	Observation Over Time	Pattern Seeking	Research
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 would you group things to show which are living, dead, or have never been alive?	How does the school pond change over the year?	What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms?	How does the habitat of the Arctic compare with the habitat of the rainforest?

Teaching Ideas – How Pupils Could Work Scientifically

Teaching Ideas – Possible Evidence to be Secure

(Bracketed Number = National Curriculum Statutory Requirement Link)



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- Explore the outside environment regularly to find objects that are living, dead and have never lived. (2, 4, 5)
- Classify objects found in the local environment. (4)
- Observe animals and plants carefully, drawing and labelling diagrams. (2)
- Create simple food chains for a familiar local habitat from first-hand observation and research. (5)
- Create simple food chains from information given e.g. in picture books (Gruffalo etc.). (5, 6)

Children can:

- sort into living, dead and never lived (4)
- give key features that mean the animal or plant is suited to its micro-habitat (5)
- using a food chain can explain what animals eat (5, 6)
- explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty. (5)