



Year 2 Living Things and Their Habitats



Prior Learning	In Year 2	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none">•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.•Notices features of objects in their environment.•Comments and asks questions about their familiar world.•	<ul style="list-style-type: none">•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 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.	<p>In Year 4 pupils will be taught: To 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. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>In Year 5 pupils will be taught: To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>In Year 6 pupils will be taught: To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. give reasons for classifying plants and animals based on specific characteristics.</p>	Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade,

Working Scientifically

Sorting and classifying things to whether they are living, dead or were never alive and record their findings. Describe how they decided to place things and ask questions such as 'Is a flame alive?'. Construct simple food chains which includes humans. Describe the conditions in different habitats and micro-habitats (under logs, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.



Year 2- Plants



Prior Learning	In Year 2	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none">• Children should know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees.	<ul style="list-style-type: none">• Children should be taught to observe and describe how seeds and bulbs grow into mature plants• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	In Year 3 pupils will be taught to: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Observation, growth, compare, record, seeds, bulbs, temperature, roots, stem, predict, leaf, flower, measure, diagram, measure, comparative tests, life cycle, life process, germinate, grain.

Working Scientifically

Observing and recording, with accuracy, the growth of a variety of plants. Discussing how they change over time from a seed or bulb. Closely observe the same plants at different stages of growth. Setting up comparative tests to show that plants need light and water to stay healthy.



Year 2- Animals Including Humans



Prior Learning	In Year 2	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none">•Should be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals•Can name a variety of common animals that are carnivores, herbivores and omnivores.• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)•Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<ul style="list-style-type: none">•Notice that animals, including humans, have offspring which grow into adults.•Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).•Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<p>In Year 3 pupils will be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>In Year 4 pupils will be taught to: Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>In Year 5 pupils will be taught to: Describe the changes as humans develop to old age.</p> <p>In Year 6 pupils will be taught to: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	Mammals, birds, reptiles, amphibians, hatchling, chick, gills, toddler, child, teenager, adult, elderly, hygiene, baby, pregnancy, egg, spawn, tadpole, lungs,

Working Scientifically

Observing through video or first-hand observation and measurement, how different animals including humans grow. Ask questions about what things animals need for survival and what humans need to stay healthy. Suggest ways to find answers to their questions.



Year 2- Uses of Everyday Materials



Prior Learning	In Year 2	Later learning: Children do not need to be taught this year.	Key Vocabulary
<ul style="list-style-type: none">•Distinguish between an object and the material from which it is made.•Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.•Describe the simple physical properties of a variety of everyday materials.•Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<ul style="list-style-type: none">•Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.•Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<p>In Year 4 Pupils will be taught to: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>In Year 5 pupils will be taught to: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	Waterproof, fabric, rubber, cars, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons,

Working Scientifically

Compare the use of everyday materials in and around school with other places such as home, journey to school, visits etc. Identify and classify the uses of different materials and record their observations. Find out about people who developed new and useful materials. Identify and discuss why some materials are good for some things and not for others.