

Science Knowledge and Skills Overview – Year Two Living Things and their Habitats

National Curriculum Objectives	Sticky Knowledge	Prior Learning
<ul style="list-style-type: none"> • Pupils should be taught to explore and compare the differences between things that are living, dead and things that have never been alive. • Pupils should be taught to 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 plants and how they depend on each other. • Pupils should be able to identify and name a variety of plants and animals in their habitats including microhabitats. • Pupils should be able to 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. 	<ul style="list-style-type: none"> • Things made of materials like metal, rock, plastics, glass and sand have never been part of a living thing. • Fossils, meat, fruit and flowers are not alive but were once part of a living thing. • Humans, plants and animals have seven key characteristics that are essential for keeping them alive and healthy (e.g. using oxygen, movement, detect changes in surroundings, growing, reproduction, produce waste, nutrition). • A habitat is a place that an animal lives. It must provide the animal with food, water and shelter to be a habitat. • There are many different types of habitats around the world and there are a variety of plants and animals which live in these (forests, grasslands, deserts, oceans). • A microhabitat is a very small habitat (e.g. woodlice under stones, logs or leaf litter). • Because the Earth is always changing, habitats are always changing. • People are causing harm to many habitats, for example polluting lakes, rivers and seas. • Different habitats have different food chains because of what lives there (e.g. grass – rabbit – fox within a forest etc.). 	<p>In EYFS children should:</p> <ul style="list-style-type: none"> • Make comments and questions about the place they live and the wider natural world. • Notice features of objects in their environment. <ul style="list-style-type: none"> • Talk about things they have observed such as plants and animals. • Show care and concern for living things and the environment.
Links to NHFS core curriculum themes	Key Questions	Future Learning
<p>Sustainability – food chains, extinction, human impact on animal habitats (pollution) Aspirations – Ecologist, wildlife biologist, Environmental Agency Equality – The impact of taking animals out of their natural habitat (e.g. zoos/circus) vs. animal sanctuaries (animal sanctuary Ulgham).</p>	<p>Do all animals eat the same thing? Which animals hunt, and which animals are hunted? 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 don't? How do habitats change over our school year?</p>	<p>In Year 4 children will:</p> <ul style="list-style-type: none"> • 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 danger to living things.
Key Scientists	Vocabulary	Big Question
<p>Sylvia Earle (Marine Biologist & Explorer) Ernest Shackleton (Arctic Explorer)</p>	<p>Habitat, living, dead, alive, fossils, oxygen, movement, sensitivity, growth, reproduction, excretion, waste, nutrition, shelter, forest, grassland, desert, ocean, microhabitat, pollution, food chain</p>	<p>Why do animals live in different places?</p>
<p>Which pets are the easiest to look after? Is there the same level of light in the evergreen wood compared with the deciduous wood?</p> 	<p>How would you group these plants and animals based on what habitat you would find them in?</p> 	<p>How does the school pond change over the period of a year?</p> 
		<p>What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms?</p> 
		<p>How are the animals in India different to the ones that we find in Britain? How does the habitat of the Arctic compare with the habitat of the rainforest?</p> 

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