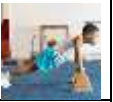


Year: 2 Term: 1b Cornerstones Unit: Habitats



National Curriculum Progression

Y1	Y2	Y3	Y4	Y5	Y6
<p>Plants i. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ii. identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals, including Humans i. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ii. identify and name a variety of common animals that are carnivores, herbivores and omnivores iii. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Plants i. observe and describe how seeds and bulbs grow into mature plants ii. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Living things and their Habitats i. explore and compare the differences between things that are living, dead, and things that have never been alive ii. 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 iii. identify and name a variety of plants and animals in their habitats, including microhabitats iv. 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> <p>Animals, including Humans i. notice that animals, including humans, have offspring which grow into adults ii. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Plants i. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ii. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant iii. investigate the way in which water is transported within plants iv. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals, including Humans i. 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</p>	<p>Living things and their Habitats ii. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Living things and their Habitats i. recognise that living things can be grouped in a variety of ways ii. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment iii. recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals, including Humans iii. construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living things and their Habitats ii. describe the life process of reproduction in some plants and animals.</p> <p>Living things and their Habitats i. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ii. describe the life process of reproduction in some plants and animals.</p>	<p>Living things and their Habitats ii. give reasons for classifying plants and animals based on specific characteristics.</p> <p>Living things and their Habitats i. 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 ii. give reasons for classifying plants and animals based on specific characteristics.</p> <p>Evolution and Inheritance i. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ii. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents iii. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Animals, including Humans iii. describe the ways in which nutrients and water are transported within animals, including humans</p>

Scientific Enquiry Skills

Asking Questions	Investigating	Gathering and Recording Data	Presenting and Analysing Findings
♣ asking simple questions and recognising that they can be answered in different ways	♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying	♣ gathering and recording data to help in answering questions.	♣ using their observations and ideas to suggest answers to questions

Key Vocabulary – Unit Specific		Key Vocabulary – Scientific Enquiry	
<p>habitats – local, parks, woodland, gardens, beyond the locality, beaches, rainforests, deserts, oceans, mountains, living things, suited, provide, survive - describe</p> <p>living things – alive, dead things, once living – compare, group</p> <p>habitat – place, living thing, animals, plants, lives, microhabitat – identify, name</p> <p>food chains - living things, depend, food, plant, animal, interpret, construct,</p> <p>animals - water, food, air, shelter, survive, provide - explain</p>		<p>questions - what, why, how, who, when, which</p> <p>equipment - metre stick, measuring tape, hand lens, trundle wheels, ruler, timer</p> <p>measure, measurement, observe, observations</p> <p>test, instructions, prediction, method</p> <p>identify, sort, group, compare, classify, feature</p> <p>results, information, investigate, investigation, noticing patterns and relationships</p> <p>record, data, table, charts, Venn diagram, pictograms, drawings, explain</p>	
Conceptual Learning Goals - Core Knowledge		Procedural Learning Goals - Skills	
Substantive Knowledge	<ul style="list-style-type: none"> a. Know that local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive. b. Know that some living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. c. Know that a habitat is a place where a living thing, both animals and plants, lives. A microhabitat is a very small habitat. d. Know that food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals. e. Know that animals need water, food, air and shelter to survive. Their habitat must provide all these things. 	<ul style="list-style-type: none"> a. Know how to describe a range of local habitats (parks, woodlands and gardens) and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there b. Know how to compare and group things that are living, dead or have never been alive. c. Know how to identify and name a variety of plants and animals in a range of habitats and microhabitats. d. Know how to interpret and construct simple food chains to describe how living things depend on each other as a source of food. e. Know how to explain how animals, including humans, need water, food, air and shelter to survive 	
Disciplinary Knowledge	<ul style="list-style-type: none"> f. Know that questions can help us find out about the world. g. Know that simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. h. Know that tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. i. Know that objects, materials and living things can be looked at, compared and grouped according to their features. j. Know that results are information found out from an investigation and can be used to answer a question. k. Know that data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. 	<ul style="list-style-type: none"> f. Know how to ask and answer scientific questions about the world around them. g. Know how to use simple equipment to measure and make observations. h. Know how to follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions i. Know how to observe living things and changes over time, sorting and grouping them based on their features and explaining their reasoning j. Begin to know how to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. k. Know how to use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. 	

Scientific Enquiries:				
Observing changes Over a Period of Time	Noticing Patterns	Grouping and Classifying Things	Carrying out Simple Comparative Tests	Finding Things Out using Secondary Sources of Information
	Spreading germs investigation	Sorting things that are living, dead or have never been alive	Exercise challenge investigation Handwashing investigation Spreading germs investigation	What do you know about humans? What is the human life cycle? What do humans need to be healthy and stay alive to carry on the life cycle? Interpreting food diaries Bodily hygiene table

Disciplinary Knowledge and Skills
 using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways

Substantiative Knowledge and Skills

- describe the importance of exercise, a balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults