

Year2				
<i>Topic</i>	<i>Prior Learning</i>	<i>Present learning</i>	<i>Misconceptions</i>	<i>Future learning</i>
<p>Living things and their habitat</p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</li> <li>• Observe changes across the four seasons. (Y1 - Seasonal changes)</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• -the 7 processes of living things</li> <li>• -differences between things that are living, dead, and things that have never been alive</li> <li>• -that most living things live in habitats to which they are suited</li> <li>• -what a micro habitat is</li> <li>• - describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> <p><b>Investigations:</b></p> <ul style="list-style-type: none"> <li>• classify using a simple key</li> <li>• -identify simple food chain</li> <li>• -plan a fair test to study the effect of light on the woodlice</li> <li>• -explain why a evergreen trees do not shed their leaves</li> <li>• -justify why deciduous trees shed their tree</li> <li>• -sort things according to whether they are living, dead or were never alive, and recording their findings using Venn diagram, Carroll diagram</li> </ul> <p><b>Vocabulary</b></p> <p>micro habitats micro-habitat food chain litter woodland</p>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• plants and seeds are not alive as they cannot be seen to move</li> <li>• fire is living</li> <li>• arrows in a food chain mean 'eats'.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)</li> </ul>