

A habitat doesn't always have to be something big like a rainforest, a desert, a field or a pond. A habitat can also be a very small area, such as underneath a log or between two rocks. These small habitats are known as **micro-habitats**.



Animals and plants can find what they need to survive (food, water, shelter) in their habitat.

pond



polar



coastal



ocean



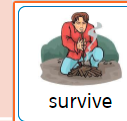
desert



rainforest



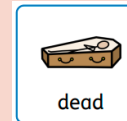
Topic (Tier 3) Vocabulary



stay alive



Where a plant or animal naturally lives

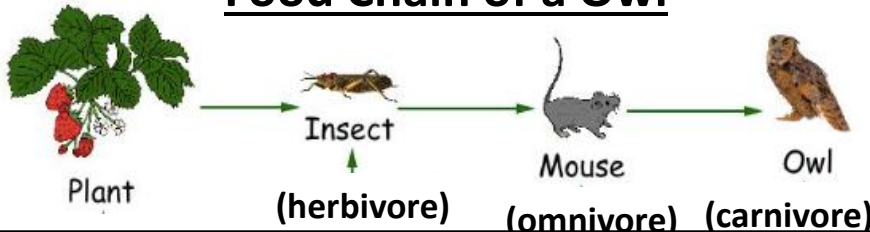


Something that used to be alive but is not alive anymore



Something that is alive

Food Chain of a Owl



Living

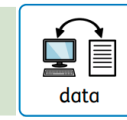


Dead

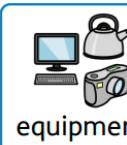


Never Alive

Tier 2 Vocabulary



Information



Objects that help us do an activity



Give something its name

Rights of the Child/Global Goals

Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment.

Global Goal 14: Life below water

Global Goal 15: Life on land

Prior learning

Sorting dead/living things (Y1)

Sorting plants and animals. (Y1)

Big Ideas

Life goes through a cycle.

Living things have systems, each with its own job.

National Treasures

David Attenborough: He studies wildlife and encourages others to look after the environment.



Seeds and bulbs grow in to plants.



Runner beans, tomatoes grow from seeds.



Topic (Tier 3) Vocabulary

plant



A living thing. Most plants have leaves, roots and a stem or trunk.

bulb



A plant bud that starts growing underground. Tulips grow from bulbs.

seed



Part of a plant that can grow in to a new plant underground.

germination

When seeds begin to grow into plants.



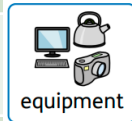
Seeds and bulbs have a store of food inside them.

Tier 2 Vocabulary



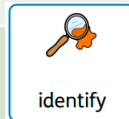
data

Information



equipment

Objects that help us do an activity



identify

Give something its name

Plants need water, light and a suitable temperature to grow and stay healthy.



Tulips and daffodils grow from bulbs.



Rights of the Child/Global Goals

Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment.

Global Goal 14: Life below water

Global Goal 15: Life on land

Prior learning

Naming different parts of a plant (Y1)

Different types of trees (deciduous or evergreen) (Y1)

Naming common plants (Y1)

Big Ideas

Habitats provide living things with what they need.

Life goes through a cycle.

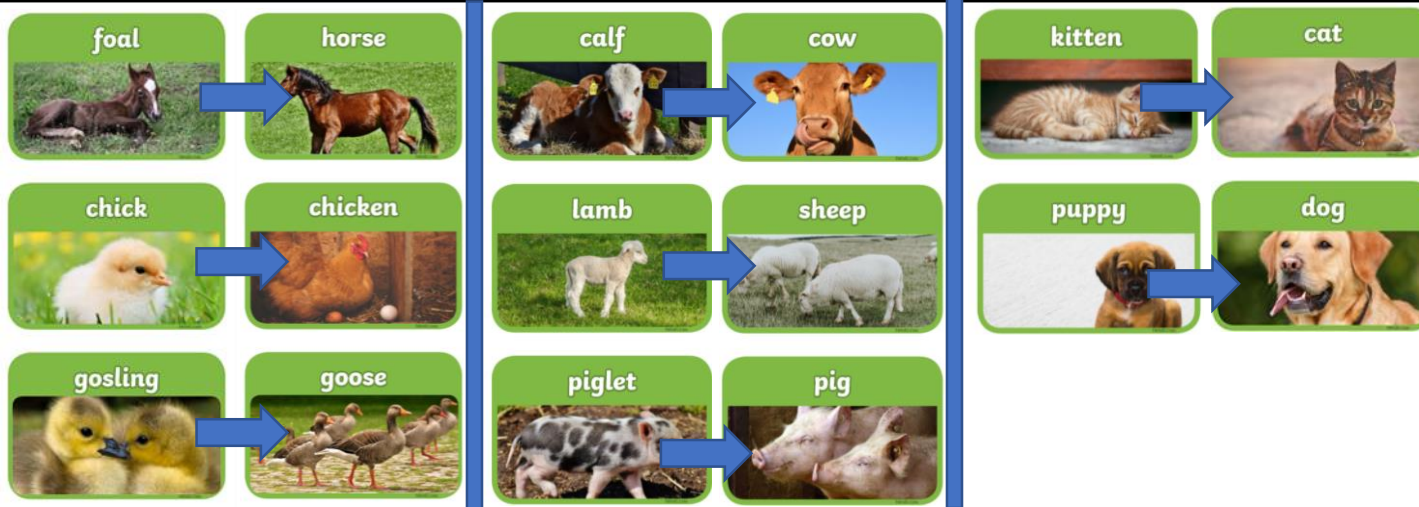
Living things have systems, each with its own job.



National Treasures

David Attenborough: He studies wildlife and plants. He encourages others to look after the environment.

Year 2 Living things and their habitats



Animals, including humans, need water, food, shelter, air and space to survive.

Animals need exercise and a balanced diet to be healthy.

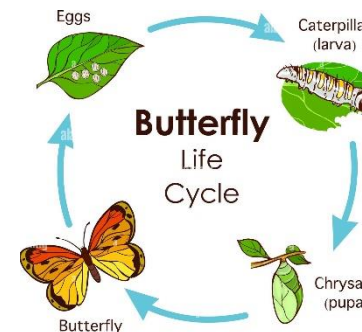
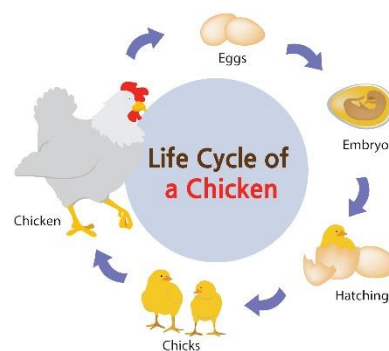
Animals, including humans, have offspring that grow in to adults.

Topic (Tier 3) Vocabulary

	The child of an animal or plant
	Keeping clean
	Food and drink
	Activity done to keep your body strong and healthy
	person
	Cover, protect
	Proper amounts of foods needed to be healthy.
	A grown up animal or plant
	To live

Tier 2 Vocabulary

	Information
	Objects that help us do an activity
	Give something its name



Rights of the Child/Global Goals

Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment.

Global Goal 14: Life below water

Global Goal 15: Life on land

Prior learning

Identify common animals and plants (Y1)
Identify and naming common birds, reptiles, mammals, fish and amphibians. (Y1)
Herbivores, carnivores and omnivores. (Y1)

PSHE – Healthy eating

Big Ideas

Living things can be classified (grouped)

National Treasures

David Attenborough: He studies wildlife and encourages others to look after the



Year 2 Materials and Their Uses

Squashing



Bending



Twisting



Stretching



Properties of Materials

Wood	Hard, strong, stiff
Plastic	Strong, shiny, bendy
Glass	Transparent, smooth, stiff
Metal	Hard, strong, shiny
Water	Runny, wet, clear
Rock	Hard, strong

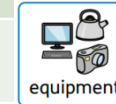
Uses of common materials

Wood can be used for:	Doors, tables
Plastic can be used for:	Pens, rulers
Glass can be used for:	Windows, glasses
Metal can be used for:	Cars, coins
Rock can be used for:	Garden walls, old buildings
Brick can be used for:	Houses, walls
Paper can be used for:	School books, wrapping paper
Card can be used for:	Folders, birthday cards

Tier 2 Vocabulary



data



equipment



identify

Information

Things that help us do an activity

Give something its name

Topic (Tier 3) Vocabulary



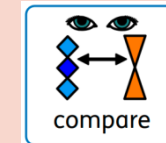
materials

Anything used for building or making something else



properties of a material

What a material is like



compare

Look for things that are the same and things that are different

Metal Spoon

Plastic Spoon

Wood Spoon



Rights of the Child/Global Goals

Article 13

I have the right to find out and share information.

Global Goal 12: responsible consumption and production.

Prior learning

Types of materials (Y1)

Properties (Transparent, smooth, hard) (Y1)

Natural and man-made (Y1)

The difference between an object and a material that the object is made from. (Y1)

Big Ideas

Materials have different properties. We think about the properties when choosing a material for a job.

National Treasures

John Dunlop: A British inventor. He made things out of rubber.



Recycling

