



Year 2 – Living things and their habitats



Working Scientifically		Sticky Knowledge		Linked Texts	Key Scientists
- Recall and use specific scientific vocabulary accurately (year group key vocabulary). - Ask simple questions and recognise answer many differ, use simple secondary sources. - Identify and classify. - Use their observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions. - Record and communicate findings using simple scientific vocabulary.		• Some things are living, some were once living but now dead and some things never lived. • There is variation between living things. • Different animals and plants live in different places. Living things are adapted to survive in different habitats. • Environmental change can affect plants and animals that live there.		The Gruffalo (Julia Donaldson) Meerkat Mail (Emily Gravett) No Place Like Home (Jonathon Emmett)	Terry Nutkins (TV Presenter) Liz Bonnin (Conservationist) Prem Singh Gill (Polar scientist who studies Antarctic seals)
Key Question(s):		Key Question(s):		WS vocabulary	
Can you name three things that are living, dead or never been alive? What is the difference between something that is dead and something that has never been living? Can you name three life processes that are common to humans and animals? Can you name three different types of habitats and give examples of animals that live in them? Can you describe the conditions of a desert habitat? Can you explain how a polar bear is suited to living in a cold place?		How do animals eat? Do all animals eat the same thing? Which animals hunt, and which animals are hunted? Why? 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 to habitats change over our school year?		Investigation, enquiry, what to change, what we used, what we did, what we found out, chart, table, group, compare, observe, sort, classify, record, accuracy, test	
Teaching suggestions in Enquiry types					
Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Problem solving
Which pets are the easiest to look after? Is there the same level of light in the evergreen wood compared with the deciduous wood? 	How would you group these plants and animals based on what habitat you would find them in? 	How does the school pond change over the year? 	What conditions do woodlice prefer to live in? Which habitat do worms prefer - where can we find the most worms? 	How are the animals in Australia different to the ones that we find in Britain? How does the habitat of the Arctic compare with the habitat of the rainforest? 	Why do different animals live in different places? (Also use EXPLORIFY) Assessment Opportunity 