

Environment

The surroundings of an object.

Year Two

Prior Knowledge

Year 1 (Plants): Identify and name a variety of common wild and garden plants, including deciduous and ever-green trees.

Year 1 (Seasonal changes): Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Where next? Future learning

Year 4: 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 dangers to living things.

Year 5: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Year 6: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.



My Component Knowledge:

Lesson 1: I can describe a woodland habitat.

Lesson 2: I can describe a desert habitat.

Lesson 3: I can compare different habitats.

Lesson 4: I can create a food chain.

Lesson 5: I can demonstrate what I have learnt.

My Composite Knowledge:

I can understand that there are different habitats and different plants and animals have adaptations to suit living there. I can understand that there are microhabitats which are small areas where animals and plants live.

My Powerful Knowledge:

I understand different animals and plants need different environments for different reasons.

Key Vocabulary

Tier 1: Dead, living, hot, cold, dark

Tier 2: Non-living, urban, woodland, habitat, pond, coast, mini-beast, polar, ocean, tropical, desert, damp, alive, habitat, environment, survive

Tier 3: Microhabitat, consumer, producer, predator, source, vegetation



What is a habitat?

Working Scientifically

Ask simple questions and recognising that they can be answered in different ways.

Observe closely by using simple equipment.

Perform simple tests.

Identify and classify in different contexts.

Gather and record data to help in answering questions.

Use observations and ideas to suggest answers to questions.

