






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	2	Summer	Living things and their habitats		
National Curriculum Programme of Study	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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 • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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 				
Prior Learning	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal changes) 				
Future Learning	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • 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) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) 				
Links to other subjects	PSHE,				
Enrichment	Walk around school to observe alive, dead or non-living objects Dead, living and non-living - BBC Bitesize.				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Which pets are the easiest to look after?	How would you group these plants and animals based on what habitat you would find them in?	How does a tadpole change over time?	Which habitat do worms prefer – where can we find the most worms?	How does the habitat of the Arctic compare with the habitat of the rainforest?
Working Scientifically Assessment Focus	Review: Interpret and Report – Living and non-living Working Scientifically: Review: Use of appropriate scientific language to communicate their ideas Assessment Focus <ul style="list-style-type: none"> • Can children identify differences between things that are living, dead, and things that have never been alive? • Can sort things into living and non-living, or living, dead and never alive? 				
Sticky vocabulary	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, pond, woodland, under logs, in bushes, habitat, micro-habitat				

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	Working Scientifically vocabulary: observe, classifying, identify, record, equipment, questions, investigate, same, different
End points	<ul style="list-style-type: none">• All objects are either living, dead or have never been alive.• Living things are plants (including seeds) and animals.• Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)• An object made of wood is classed as dead.• Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).• Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well.• The habitat provides the basic needs of the animals and plants – shelter, food and water.• Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves.• These micro-habitats have different conditions e.g. light or dark, damp or dry.• These conditions affect which plants and animals live there.• The plants and animals in a habitat depend on each other for food and shelter etc.• The way that animals obtain their food from plants and other animals can be shown in a food chain.