<table>
<tr><td>Class: Year 2</td><td colspan="2">Topic Title: Living Things and their habitats</td><td>Key Vocabulary</td></tr>
<tr><td>NC Objectives:
• 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 microhabitats
• 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</td><td colspan="2">• Explore the playground and school field and record observations of things found that are living, dead and that have never been alive.
• Closely observe living, dead and non-living and record observational drawings.
• Use a Venn Diagram to compare living things to things that have never been alive e.g. comparing a bear to a teddy bear.
• Identify and classify plants and animals found in microhabitats within the school grounds (in the soil, under rocks/stones, in grass, in logs/bark) using simple classification keys.
• Investigate what habitats provide the basic needs of woodlice. This could also be carried out be making a choice chamber like in ASE document.
• Sort plants and animals based on their habitats.
• Identify how a habitat provides the basic needs of a chosen animal (food and shelter) or plant (sunlight, nutrients, water).
• Identify features of animals that make them suited to a particular habitat.
• Describe how animals obtain their food by drawing food chains.
• Revisit the vocabulary herbivore, omnivore and carnivore.</td><td>Living, dead

pond, woodland, logs, bushes

suited, suitable, basic needs, food, shelter, move, feed

food chain, herbivore, omnivore, carnivore</td></tr>
<tr><td rowspan="2">Working Scientifically Objectives:
• asking simple questions and recognising that they can be answered in different ways
• observing closely, using simple equipment
• performing simple tests
• identifying and classifying
• using their observations and ideas to suggest answers to questions
• gathering and recording data to help in answering questions

Objectives highlighted in yellow to be taught in this topic.</td><td colspan="3">Previous Learning Experiences:</td></tr>
<tr><td colspan="3">Year 1:
• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
• identify and describe the basic structure of a variety of common flowering plants, including trees
• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
• identify and name a variety of common animals that are carnivores, herbivores and omnivores
• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
• observe changes across the four seasons</td></tr>
<tr><td>Possible Community Links/trips</td><td colspan="3">Future Learning Experiences:</td></tr>
<tr><td>• Links with the Tawd Valley park
• Links with the Beacon Country Park</td><td colspan="3">Year 4:
• recognise that living things can be grouped in a variety of ways</td></tr>
</table>

• Forest schools • Martin Mere	• 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 • construct and interpret a variety of food chains, identifying producers, predators and prey.

Class: Year 2	Topic Title: Plants	Key Vocabulary
NC Objectives: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	• Record close observations of seeds and bulbs. • Know that plants need water, sunlight and a suitable temperature to grow into healthy plants. • Plant seeds/bulbs and record observations as they develop into mature plants. • Observe and compare the germination of seeds grown under different conditions e.g. light/dark, water/no water • Carryout an investigation to explore the effect of water, light and temperature on a pre-grown plant.	light, shade, sun, warm, cool, water, grow, healthy Year 1 vocabulary: Leaf Flower Blossom Petal Fruit Berry Root Seed Trunk Branch Stem Bark Stalk Bud Seed
Working Scientifically Objectives: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions *Objectives highlighted in yellow to be taught in this topic.*		
	Previous Learning Experiences:	

	Year 1: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees
Possible Community Links/trips	Future Learning Experiences:
• Junk food café – planting vegetables	Year 3: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Class: Year 2	Topic Title: Animals including humans	Key Vocabulary
NC Objectives: • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	• Know that good hygiene is needed to keep humans healthy: washing hands to eliminate germs, catching coughs and sneezes in tissues/crook of elbow. • Observe how germs spread using glitter gel to simulate germs. • Group healthy and unhealthy foods using sorting diagrams (Venn or Carroll diagrams). • Know and identify items which belong to the different food types required for a healthy diet using the Eatwell plate as guidance. • Know that regular exercise is important for good health.	Exercise, Heartbeat, Pulse, Breathing, Hygiene, Germs, Disease, Nutrition, Food types (examples – meat, fish, vegetables, bread, rice, pasta) Offspring, Reproduction, Growth, Child, Young/Old stages (examples -

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Objectives highlighted in yellow to be taught in this topic.</td><td>• Explore the effect of exercise on the body by measuring heart rate after a range of activities (see ASE PowerPoint)
• Match different offspring to adult animals.
• Observe an animal at different stages of development and record changes (eggs to chicks/caterpillars to butterfly).
• Collect pictures of themselves as a baby, toddler and child to observe and record how they have grown and developed.
• Investigate growth in humans by comparing handspans across different year groups.
• Know that all animals including humans need water, food and air to survive.</td><td>chick/hen, baby/child/adult, caterpillar/butterfly),</td></tr>
<tr><td colspan="2">Previous Learning Experiences:</td></tr>
<tr><td colspan="2">Year 1:
• identify and name a variety of common animals that are carnivores, herbivores and omnivores
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</td></tr>
<tr><td>Possible Community Links/trips</td><td colspan="2">Future Learning Experiences:</td></tr>
<tr><td>Knowsley Safari Park
Chester zoo
Farmer Ted’s
Windmill farm</td><td colspan="2">Year 3:
• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
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.</td></tr>
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Class: Year 2	Topic Title: Uses of everyday materials	Key Vocabulary

<table>
<tr>
<td>NC Objectives:
• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</td>
<td rowspan="2">• Revisit meanings of material properties.
• Carryout simple tests to explore absorbency, transparency/opaque, reflectiveness.
• Investigate and compare the suitability of materials for particular uses (waterproof).
• Identify the materials used to make commonly used objects and describe the properties that make it suitable.
• Explain why a material is suitable or unsuitable for a given use.
• Explore how some materials can be changed by squashing, bending, twisting and stretching (plasticine and pipe cleaners).</td>
<td rowspan="2">hard/soft, stretchy/stiff, rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque

Wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber; suitable/unsuitable, use/useful,

push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.</td>
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<tr>
<td>Working Scientifically Objectives:
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Objectives highlighted in yellow to be taught in this topic.</td>
</tr>
<tr>
<td colspan="2">Previous Learning Experiences:</td>
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<tr>
<td colspan="2">Year 1:
• distinguish between an object and the material from which it is made
• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
• describe the simple physical properties of a variety of everyday materials
• compare and group together a variety of everyday materials on the basis of their simple physical properties.</td>
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<tr>
<td>Possible Community Links/trips</td>
<td colspan="2">Future Learning Experiences:</td>
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<tr>
<td></td>
<td colspan="2">Year 3:
• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
Year 5:
• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</td>
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</table>

	• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.