Living things and their habitats	Key learning	Possible evidence	Knowledge at the end of the unit	Vocabulary at the end of the unit
Year 2	1. explore and compare the differences between things that are living, dead, and things that have never been alive 2. 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 3. identify and name a variety of plants and animals in their habitats, including micro-habitats 4. 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	Can find a range of items outside that are living, dead and never lived Can name a range of animals and plants that live in a habitat and micro-habitats to which they are suited Can talk about how the features of these animals and plants make them suitable to the habitat Can talk about what the animals eat in a habitat and how the plants provide shelter for them Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction	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 (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. To know different types of habitats and some living things that live there. E.g. ocean, desert, rainforest, pond, coast. 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 what 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.	Living Dead never been alive / never living basic needs food food source food chain shelter habitat microhabitat life process survive names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.

Year 4	1. recognise that living things can be grouped in a variety of ways 2. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3. recognise that environments can change and that this can sometimes pose dangers to living things	Can name living things living in a range of habitats, giving the key features that helped them to identify them Can group vertebrates and invertebrates into groups depending on general features in both the local and wider environment. Can give examples of how an environment may change both naturally and due to human impact	Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. Being to group vertebrates and invertebrates based on physical features such as fish, amphibians, reptiles, birds, mammals, snails, worms, spiders and insects. Living things live in a habitat which provides an environment to which they are suited. These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering. These environments also change with the seasons; different living things can be found in a habitat at different times of the year.	Classification classification keys environment habitat human impact positive negative migrate hibernate vertebrates fish amphibians reptiles birds mammals invertebrates snails and slugs worms spiders insects flowering non-flowering
Year 5	1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 2. describe the life process of reproduction in some plants and animals	Can draw the life cycle of a range of animals identifying similarities and differences between the life cycles Can explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways Can find out and explain about the work of naturalists and animal behaviourist possibly through a formal written piece of work.	As part of their life cycle plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.	Life cycle Reproduce Gestation Life cycle Sexual Sperm Fertilises Egg live young metamorphosis pollination asexual plantlets runners

			Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects. Look at the work of David Attenborough and his contribution to our understanding of animal behaviour and protection.	bulbs tubers cuttings stamen, stigma, style, ovule mammal amphibian insect birds
Year 6	1. 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 2. give reasons for classifying plants and animals based on specific characteristics	Can give examples of animals in the five vertebrate groups and some of the invertebrate groups Can give the key characteristics of the five vertebrate groups and some invertebrate groups Can compare the characteristics of animals in different groups Can give examples of flowering and non-flowering plants	Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other livings things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. Classify plants and microorganisms depending on their features. Animals can be divided into two main groups – those that have backbones (vertebrates) and those that do not (invertebrates). Vertebrates can be divided into five small groups – fish, amphibians, reptiles, birds and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups including insects, spiders, snails and worms. Chn should then sub-divide each group into smaller groups e.g. arachnids, annelids, crustaceans, echinoderms and molluscs. Plants can be divided broadly into two main groups – flowering plants and non-flowering plants. Design own creature and decide where in the Linnaean system their creature would be classified.	Vertebrates Fish Amphibians Reptiles Birds Mammals Invertebrates Insects Spiders Snails Worms flowering and non-flowering arachnids annelids crustaceans echinoderms molluscs Carl Linnaean Microorganisms