

Subject: Year 2
Concept: All living things and their habitats

Previously, I have learnt... → In Year 2, I am learning... → In the future, I will learn... → My future...

To identify and name a variety of common animals including fish, birds, mammals, reptiles and amphibians.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores

To describe and compare the structure of a variety of common animals

To I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

To explore and compare the differences between things that are living, dead, and things that have never been alive

To 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.

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

To 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.

That living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

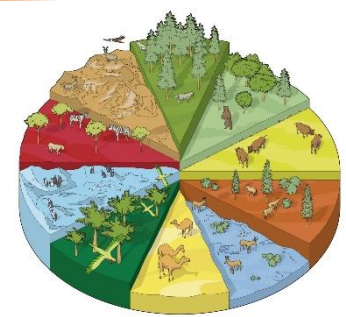
To recognise that environments can change and that this can sometimes pose dangers to living things.

- Scientist
- Doctor
- Dentist
- Archaeologist
- Engineer
- Chemist
- Teacher
- Biochemist
- Astronaut
- Anthropologist
- Environmentalist
- Naturalist
- Wildlife documentary presenter

animal
human
live
habitat
survive
diet



food chain
basic need
habitat
species
sources



threat
classification
environment
danger
adaptation
defences

Subject: Year 4
Concept: All living things and their habitats

Previously, I have learnt...

- To explore and compare the differences between things that are living, dead, and things that have never been alive
- To 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.
- To identify and name a variety of plants and animals in their habitats, including micro-habitats.
- To 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.

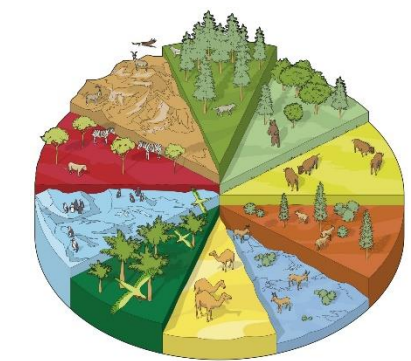
food chain
basic need
habitat
species
sources



In Year 4, I am learning...

- That living things can be grouped in a variety of ways.
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- To recognise that environments can change and that this can sometimes pose dangers to living things.

threat
classification
environment
danger
adaptation
defences



In the future, I will learn...

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To describe the life process of reproduction in some plants and animals.

differences
life cycle
mammal
amphibian
insect
bird
processes
reproduction
stigma

My future...

- Scientist
- Doctor
- Dentist
- Archaeologist
- Engineer
- Chemist
- Teacher
- Biochemist
- Astronaut
- Anthropologist
- Environmentalist
- Naturalist
- Wildlife documentary presenter

Subject: Year 5
Concept: All living things and their habitats

Previously, I have learnt... → In Year 5, I am learning... → In the future, I will learn... → My future...

That living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

To recognise that environments can change and that this can sometimes pose dangers to living things.

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some plants and animals.

To 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.

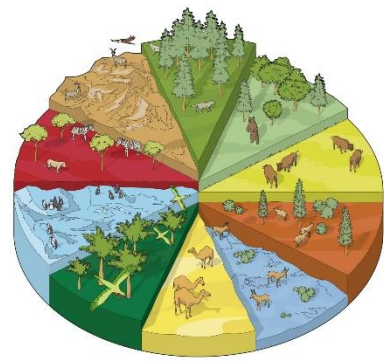
To give reasons for classifying plants and animals based on specific characteristics.

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threat
classification
environment
danger
adaptation
defences



differences
life cycle
mammal
amphibian
insect
bird
processes
reproduction
stigma



classification
characteristics
micro-organisms
reproduction
respiration
excretion
fungi
bacteria
virus

Subject: Year 6
Concept: All living things and their habitats

Previously, I have learnt...

In Year 6, I am learning..

In the future, I will learn...

My future...

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some plants and animals.

To 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.

To give reasons for classifying plants and animals based on specific characteristics.

The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.

The importance of plant reproduction through insect pollination in human food security.

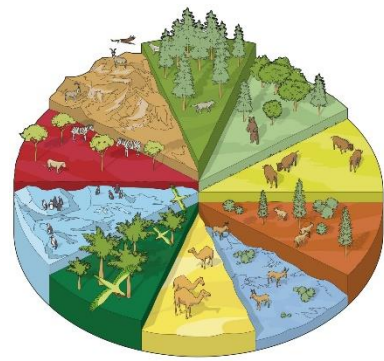
How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.

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differences
life cycle
mammal
amphibian
insect
bird
processes
reproduction
stigma



classification
characteristics
micro-organisms
reproduction
respiration
excretion
fungi
bacteria
virus



Interdependence
organism
pollination
reproduction
security
toxic
micro-organisms