

Year 2 Habitat Havens

Key Aim

To learn about the importance of a habitat
To explore a range of different habitats and ways of life
To make comparisons between habitats



Key Concepts and Skills: Science and Geography

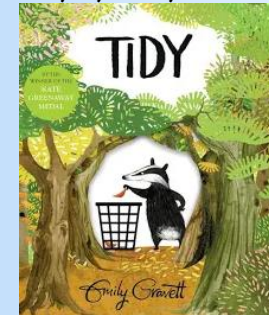
- To recognise the importance of habitats for plants and animals
- To identify and classify different habitats
- To understand the threats of humans to habitats
- To compare our locality with a City in China, by considering similarities and differences in the human and physical geographical features

Key facts:

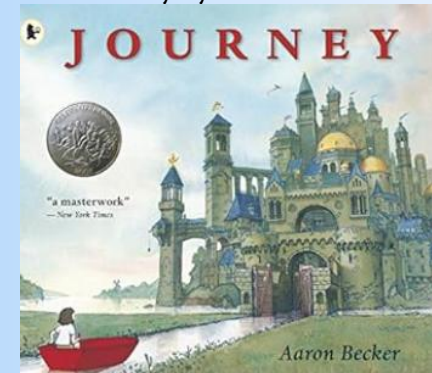
- Plants, animals and humans live in a habitat
- There are lots of different habitats
- A habitat means a place where plants and animals live and it provides them with food, shelter and water for survival
- Animals live in specific habitats
- Some animals live in a microhabitat
- A microhabitat is a very small habitat like a tree
- Zhanjiang is a city in China
- Zhanjiang has a National Park, rice terraces, mountain ranges, a temple, and a bridge

Quality Texts to Inspire Us:

Tidy by Emily Gravett



Journey by Aaron Becker



YEAR 2
Habitat Havens
Spring 1 2026

Outcome: The children will have a greater understanding of the importance of habitats.

Hook: children will find a letter alongside an unexpected change to the classroom!



As Readers, we will:

- clarify our understanding by asking and answering
- make predictions based on what we know and have read
- make inferences about what has been read
- compare books by the same or different authors
- read words containing common suffixes
- be introduced to non-fiction books that are structured in different ways
- check that the text makes sense and correct inaccurate reading
- sequence key events from a text

Key Vocabulary:

inference	compare
prediction	similarities
sequence	differences
clarify	
suffixes	
author	

As Writers, we will:

- write a range of sentences including questions
- use a range of co-ordinating conjunctions (and/but/so) and subordinating conjunctions (when, because)
- write sentences that are sequenced to form a short narrative (real or fictional)
- to begin to join some letters together
- make simple additions, revisions and corrections to our writing.
- write down ideas and/or key words, including new vocabulary when planning what I am going to write
- learn how to use the possessive apostrophe to show possession(singular) [for example, the girl's book]

Key Vocabulary:

polished	scrubbed	hunted
swept	concrete	tossed
scoured	possessive apostrophe	
untangled	question	

Co-ordinating and subordinating conjunctions

As Mathematicians, we will:

Shape and Fractions

- name and recognise 2D and 3D shapes
- identify, describe and compare the properties of 2D and 3D shapes
- identify 2D shapes on the faces of 3D shapes
- name, identify and recognise $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{2}{3}$ of shape and number quantities

Key Vocabulary:

polygon	quadrilaterals	symmetry
vertices	edge	sides
faces	properties	compares
sort	half	quarter
third	part	whole
fraction	denominator	numerator

As **Scientists**, we will:

- Work scientifically – identify and classify, observe closely and record data
- Identify that most living things live in habitats 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
- identify and name different sources of food
- explore and compare the differences between things that are living, dead, and things that have never been alive

Key Vocabulary

habitat hibernate
arctic plants desert rainfall
ocean seagrass
woodland fern moss microhabitat
food chain diet
living dead never alive

As **Geographers** we will:

- describe physical and human geography of countries.
- compare and contrast the physical and human features of two different cities (Portsmouth and Zhanjiang)
- recap our knowledge of the United Kingdom, continents and oceans.
- use maps, atlases and aerial photographs within our learning.

Key Vocabulary:

Asia	Africa
Europe	Antarctica
Twin City	Australia
Portsmouth	compare
Zhanjiang	similarities / differences
North America	United Kingdom
South America	Human features
Castle	Physical features

As **Design Technologists** we will:

- Identify a range of items with different mechanisms including slider and levers.
- Explore moving books and discuss the user, purpose and function.
- Use drawings and labels design a moving card based on our PUP (Purpose, user and product) and class design criteria.
- Select the tools and equipment to perform practical tasks to make a moving animal.
- Select a range of materials to make my moving card and explain why the materials have been selected.
- Consider my own and others' views on whether my moving card met the design criteria and PUP.

Key Vocabulary:

sliders levers mechanism prototype
moving picture bridge function
purpose user

As **Computer Technologists** we will:

Programming:

- describe a series of instructions as a sequence
- explain what happens when we change the order of instructions
- use logical reasoning to predict the outcome of a program
- explain that programming projects can have codes and artwork
- design an algorithm
- create and debug a program that I have written

Key Vocabulary:

debug	algorithm
program	outcome
sequence	code
instruction	beebot

In **PE** we will:

- learn to perform balances and movements, and combine them into a routine
- link balances with other travelling moves, moving smoothly into and out of the balances
- safely use benches and mats to develop sequences
- work with a partner to create a sequence of gymnastic actions
- use benches and mats to explore balances on different levels
- move safely on and around the apparatus
- mirror and match a partner

Key Vocabulary:

balance	routine	travelling
sequences	actions	levels
mirror and match		share

In **PSHE** we will:

- talk about the things they have in common with their friends, classmates, and other people.
- think about how friends can have both similarities and differences.
- know how to play and work cooperatively in different groups and situations
- know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.

Key Vocabulary:

similar	different	cooperate	negotiate
share	respect	value	

As **Musicians**, we will:

- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Vocabulary:

sing	
tuned instruments	untuned instruments
speed	timbre
beat	rhythm