Evolution and inheritance Progression map Year 2

<u>Previou</u>	ıs Year: Reception	<u>Current Year: Year 2</u>	<u>Next Year: Year 3</u>
Begin to make sense of their own life- story and family's history.		These objectives are covered in different topics: • 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. (Y2 - Living things and their habitats)	These objectives are covered in different topics: • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
Physical education links:	Learning Values: -respect -responsible	 Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) 	Key learning from the combined topics taught
	-resourceful -resilient -risk taker		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.
Possible stimulus to teach: -Mr Seahorse by Eric Carle -Tad by Benji Davies -I Am the Jungle by Melissa Hurt & Katy Tanis			Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.