

# Science

## Year 2 – Autumn 1 – Living Things and Their Habitats

National Curriculum / End Point Statement				
<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>				
Lesson 1	Lesson 2	Lesson 3	Lesson 4 (TAPS)	Lesson 5
Reactivate previous knowledge – Recap animals, animal groups, what do animals eat WALT explore and compare the differences between living things, dead things and things that have never been alive	WALT identify different habitats	WALT describe how living things are suited to different habitats	WALT gather and record data to answer a question	WALT describe how animals obtain their food
In Focus - <a href="https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/craggy-surface">https://explorify.wellcome.ac.uk/en/activities/zoom-in-zoom-out/craggy-surface</a>	In Focus - <a href="https://explorify.wellcome.ac.uk/en/activities/odd-one-out/seeds-of-life">https://explorify.wellcome.ac.uk/en/activities/odd-one-out/seeds-of-life</a>	In Focus - <a href="https://explorify.uk/en/activities/whats-going-on/sandy-adventurers">https://explorify.uk/en/activities/whats-going-on/sandy-adventurers</a>	In Focus – <a href="https://explorify.uk/en/activities/zoom-in-zoom-out/brown-and-bumpy">https://explorify.uk/en/activities/zoom-in-zoom-out/brown-and-bumpy</a>	In Focus - <a href="https://explorify.uk/en/activities/whats-going-on/muddy-meal">https://explorify.uk/en/activities/whats-going-on/muddy-meal</a>
Success Criteria				
I know that living things move, breathe, grow, have offspring and go to the toilet	I know what a habitat is I can name some examples of different habitats	I can explain how most living things live in the habitat that they are suited to	I can gather and record data in a tally chart  I can tell you what I have found out	I know what a food chain is I know where animals get their food from I can explain how animals and plants rely on each other to survive

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I can answer questions about living things, dead things and things that were never alive	I can tell you the names of some animals and plants that may live in each habitat.	I can compare animals in familiar habitats (seashore) with less familiar habitats (polar)	I know what a microhabitat is	
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### Suggested Outcome

Children sort pictures of things into groups (living, dead, never alive) and discuss their reasons why they have sorted in that way.	Children can identify a range of habitats and match the animals and plants to the correct habitat. Could play 'pin the living thing on the correct habitat'	Children could create a piece of habitat artwork to show a habitat and the living things that are suited to it (ocean, seashore and polar – link with topic)	Children go on a minibeast hunt around the school to discuss microhabitats. Children can complete a tally chart based on what they see.	.Children could create a food chain using paper cups. Create a simple (3 steps) food chain by drawing a plant and two animals on to cups and getting each cup to 'eat' the previous.
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Vocabulary	NC links
habitat, microhabitat, food chain, source, environment, depend, conditions, compare Examples of habitat – seashore, ocean, desert, woodland, forest, polar	Geography (habitat – land, sea, sky), hot and cold environments Year 1 science - plants

### Key Learning

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 (again 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.

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 which 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.

Possible Evidence	Common Misconceptions
<ul style="list-style-type: none"> <li>• Can find a range of items outside that are living, dead and never lived</li> <li>• Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied</li> <li>• Can talk about how the features of these animals and plants make them suitable to the habitat</li> <li>• Can talk about what the animals eat in a habitat and how the plants provide shelter for them</li> <li>• Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction</li> <li>• Can sort into living, dead and never lived</li> <li>• Can give key features that mean the animal or plant is suited to its micro-habitat</li> <li>• Using a food chain can explain what animals eat</li> </ul>	<p>Some children may think:</p> <ul style="list-style-type: none"> <li>• an animal's habitat is like its 'home'</li> <li>• plants and seeds are not alive as they cannot be seen to move</li> <li>• fire is living</li> <li>• arrows in a food chain mean 'eats'.</li> </ul>

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- Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty

### Notable Scientists

Rachel Carson – pollution  
Liz Bonnin - conservationist

### CPD opportunity

<https://www.reachoutcpd.com/courses/lower-primary/living-things/>

### Useful Links

<https://app.discoveryeducation.co.uk/learn/channels/channel/1b118bd7-f1b8-4221-bc85-00a675ec2e49>

<https://www.bbc.co.uk/bitesize/topics/zx882hv>

### Living things and their habitats

<b>Early learning goal</b>	<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</li> <li>• Observe changes across the four seasons. (Y1 - Seasonal change)</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• 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.</li> <li>• Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)</li> </ul>