

# Y2 – Living things and their habitats

<p><b>Inspiration</b> Creativity – problem solving</p>	<p><b>Partnership with parents</b> Belonging –</p>	
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>- How can we group these objects? Are they alive/dead?</li> <li>- What things are essential to living organisms to keep them alive and healthy?</li> <li>- Where do living things live and why do they live there?</li> <li>- Why are arctic foxes white and frogs green?</li> <li>- What would happen to bees if there were no flowers in their habitat? What would happen to flowers if there were no bees?</li> <li>- What is this plant/animal called?</li> <li>- Where does it live? What's its habitat like?</li> <li>- What is a food chain?</li> <li>- What is a producer/primary consumer/secondary consumer?</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>- 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>	<p><i>Also covered in:</i> Y4 – Living things and their habitats Y5 – Living things and their habitats Y6 – Living things and their habitats</p>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand and group things into 'things that are living', 'things that are dead' and 'things that have never been alive' – e.g. know that a pencil has never been alive but the wood used to make the pencil is from a tree that at one point was alive.</li> <li>- Become familiar with the life processes that are common to all living things – living things need food, water, shelter and air.</li> <li>- Most living things (plants and animals) live in a habitat that is suited to them e.g. worms live where it is dark and damp or they dry out and die and water lilies live in ponds where there is lots of water because they also die if they dry out.</li> <li>- Animals and plants are suited to their habitats e.g. arctic foxes are white because they live in a polar habitat and it camouflages them/protects them from predators and plants like cacti live in deserts because they can survive with very little water.</li> <li>- Name local plants and animals (oak, sycamore, hawthorn, dandelion, daisy, snowdrop, daffodil, worm, woodlouse, spider, earwig, beetle, centipede) and say where they live and what their habitats are like</li> <li>- Explore and discuss micro-habitats around school – use pooters and magnifying glasses to observe/describe animals/plants.</li> <li>- Name common herbivores, omnivores and carnivores and use them to construct simple food chains.</li> <li>- Know that food chains begin with a producer (usually a plant as it can make its own food) The first animal to eat the producer is referred to as the primary consumer. An animal that eats the primary consumer is referred to as a secondary consumer. This continues... Eventually the energy transfer ends when decomposers feed from the dead animal. A food chain is essentially a transfer of energy. The energy from a plant is transferred to the primary consumer when it is eaten. The energy from the primary consumer is transferred to the secondary consumer when it is eaten.</li> <li>- Name different sources of food – milk and beef comes from cows, eggs come from chickens, bread is made from wheat and chips are made from potatoes which grow in the ground.</li> </ul>	<p><b>At the end of this unit, children will be able to:</b></p> <ul style="list-style-type: none"> <li>- explain the differences between things that are living, dead, and things that have never been alive</li> <li>- know 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 micro-habitats</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>- observe closely, using simple equipment e.g. pooters and magnifying glasses to collect and observe insects</li> <li>- answer questions using data they have gathered and recorded</li> <li>- answer simple questions using their observations</li> </ul>	
<p><b>Topic Specific Vocabulary</b></p> <p>organisms, living, alive, dead, food, water, shelter, air, grow, die, habitat, micro-habitat, polar, snowy/icy, desert, arid, dry, woodland, seashore/ocean, rainforest, oak, sycamore, hawthorn, dandelion, daisy, snowdrop, daffodil, worm, woodlouse, spider, earwig, beetle, centipede, herbivore, carnivore, omnivore, producer, consumer</p>	<p><b>NC Subject content</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 micro-habitats</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 style="text-align: center;"><b>Subject Specific/Academic Vocabulary</b> This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>		
<p style="text-align: center;"><b>Year 1</b></p>	<p style="text-align: center;"><b>Year 2</b></p>	
<p>Environment, evidence, method, normal, resources, select, similar, task</p>	<p>Data, evaluate, estimate, positive, research</p>	
<p><b>We are scientists</b> Creating food chains/diorama of habitats with plants and animals</p>		

