

Living Things and Their Habitats

Science | Year 2 | Unit Overview

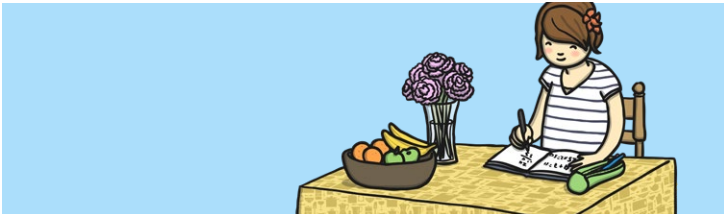
Introduction

In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species.



Health & Safety

Several of these lessons involve trips out of doors so make appropriate preparations, including carrying a first aid kit equipped to deal with cuts, scrapes, bites and stings. Take any medical equipment for specific children with you, such as inhalers and epi-pens. Make sure children wear appropriate clothing for the weather and that you have the necessary ratio of adults to children. Check your school's policy regarding risk assessments.



Home Learning

My Habitat-Living, Dead, or Never Alive: Children choose and sort objects from their homes and gardens into categories depending on whether they are living, dead or have never been alive.

Garden Food Chain: Children make up their own food chain from living things that can be found in their garden or a nearby park.

Assessment Statements

By the end of this unit...

...all children should be able to:

- Say what is different about things that are living, dead or have never been alive.
- Identify some of the plants and animals in a familiar habitat.
- Sort objects into categories.
- Find microhabitats.
- Describe the conditions in a habitat.
- Ask questions about different habitats.
- Describe the characteristics of some plants and animals.
- Name some sources of food.

...most children will be able to:

- Explain some of the life processes.
- Ask questions to decide if a thing is living, dead or has never been alive.
- Identify some plants and animals in global habitats.
- Draw a map of a local habitat.
- Sort objects into categories and give reasons for their choices.
- Identify and name minibeasts in microhabitats.
- Gather and record information.
- Suggest how an animal is able to survive in their habitat.
- Answer questions about habitats they have researched.
- Explain why the animals in a habitat need the plants.
- Draw a simple food chain.

...some children will be able to:

- Identify a variety of plants and animals in a range of habitats.
- Choose their own objects to go into given categories.
- Use information they have gathered to suggest an answer to a question.
- Suggest why the plants in a habitat need the animals.

Lesson Breakdown

Resources

1. Living, Dead and Never Alive

To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.

- I can compare the differences between things that are living, dead and have never been alive.

To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive.

- I can answer questions about things that are living, dead or have never been alive.

- Large sorting hoops



2. Local Habitats

To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.

- I can map a habitat and identify what is in it.

To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.

- I can classify objects as those that are living, dead and those that have never been alive.

- Magnifying glasses
- Clipboards
- Make preparations to visit a suitable local habitat, preferably woodland, coastal or pond.



3. Microhabitats

To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.

- I can identify animals in their habitats.

To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.

- I can use information I have gathered to answer a question.

- Magnifying glasses
- Clipboards
- Make preparations to visit the same location as the previous lesson.



4. World Habitats

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, by researching habitats and the animals that live in them.

- I can describe a habitat and identify animals live in it.

To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.

- I can ask and answer questions about habitats.

- Internet access
- Topic books on the following habitats: ocean, rainforest, desert and the Arctic



5. Living, Dead and Never 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 by considering the adaptations of animals, and how living things in a habitat depend on each other.

- I can identify how an animal is suited to its habitat.
- I can explain how living things in a habitat depend on each other.



6. Food Chains

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 by making a variety of food chains.

- I can describe how animals get their food.

