



Year 2: Living Things and their Habitats



Kindness Enjoyment Achievement

<p>Key Concepts:</p> <p>All objects are either living ,dead or have never been alive. Dead things include dead animals and plants and parts of plants and animals that are not longer attached (e.g. leaves and twigs, shells, fur, hair and feathers. This is a simplification, but appropriate for Y2.</p> <p>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)</p> <p>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 and have suitable features had to help them to grow well. The habitat provides the basic needs of the animals and plants- shelter, food and water.</p> <p>Within a habitat there are different micro-habitats- e.g. in a woodland,- leaf litter, on the bark of trees, on the leaves. These micro habitats have different conditions, e.g. dark or light, damp or dry. These conditions affect which animals and plants live there. Name some animals and plants that live in</p>	<p>Types of Enquiry:</p> <p><u>Sorting and classifying:</u> Sort objects by whether they are living, dead or never been alive. Sort animals and plants by their habitat.</p> <p>Name a range of animals and plants that live in a habitat and microhabitat.</p> <p><u>Fair/ comparative test:</u> Is there the same level of light in an evergreen wood compared with a deciduous one?</p> <p><u>Use of secondary sources:</u> How does the habitat of the Arctic compare with the habitat of our orchard? Use simple books and classification cards.</p> <p><u>Change over time:</u> How does the pond change over the year?</p> <p><u>Pattern seeking:</u> What conditions do woodlice prefer to live in?</p>	<p>Vocabulary:</p> <p>Living Dead Never been alive Suited Suitable Basic needs Food Food chain Shelter Move feed Names of local habitiaats: orchard, pond, woodland etc. Names of micro habitats: under logs, in bushes, on leaves, under bark...</p>
	<p>Working scientifically skills:</p> <p><u>Questioning:</u> Ask questions about habitats and micro habitats; about how plants and animals are adapted to their environment.</p> <p><u>Observing:</u> Observe features of plants and animals using magnifying glasses. Notice similarities and differences between some animals or plants.</p>	<p>How it fits in with the rest of the curriculum:</p> <p><u>EYFS:</u> Comments and questions about the place they live/ the natural world.</p> <p>Shows care and concern for living things and the environment.Can talk about things they have observed such as plants and animals. Notices features of objects in their environment.</p>



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<p>a habitat and microhabitat and say how they are adapted to their habitat. 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. Can construct a simple food chain that starts with a plant and has the arrows pointing in the correct description.</p>	<p><u>Identify and classify</u> Use simple classification keys to identify plants and animals.</p> <p><u>Recording:</u> Draw or photograph animals and plants in local habitats.</p> <p><u>Communicating:</u> Oral and written communication of findings.</p>	<p>Y4: Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>Y5: Describe the differences in life cycles of a mammal, amphibian, insect and bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Y6: Classify living things into broad groups according to observable characteristics</p> <p>Know how animals and plants are adapted to suit their environment.</p> <p>Know the way in which nutrients and water are transported in animals, including humans.</p>
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