



Subject	Term	Unit
Science- Year 2	Summer	Living things and their habitats

Intent

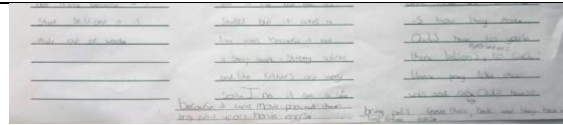
At Hurst Hill, we nurture young scientists by fostering curiosity and developing strong scientific knowledge and enquiry skills. Children learn to investigate, observe and evaluate confidently, understanding how science shapes the past, present and future while building firm foundations for lifelong scientific learning.

Prior knowledge	National Curriculum
<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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
What?	To begin to identify different habitats and the animals which live there. To begin to able to use simple keys to identify the animals and plants and to construct simple food chains.
Why?	This is the first building block to understanding about habitats and where animals might live. This will help them to progress when looking at more complicated food chains later on.
How?	Through observation of habitats outside. Through discussion and collection of information. Through research of different habitats around the world.
	and other animals, using the idea of a simple food chain, and identify and name different sources of food

Vocabulary

Carnivore	A person or animal that eats meat.
Depend	Someone or something that you need in order to physically survive.
Food chain	A series of living things where each thing feeds on the next one in the chain.
Habitat	The natural environment in which an animal or plant normally lives or grows.
Herbivore	A person or animal that only eats plants .
Invertebrate	A creature that does not have a spine, like an insect, worm or octopus.
Microhabitat	A small part of the environment that supports a habitat , such as a fallen log in a forest.
Minibeast	A small invertebrate animal such as an insect or spider.
Offspring	A person's children or an animal's young.
Omnivore	A person or animal that eats all kinds of food, including meat and plants .
Plant	A living thing that grows in the earth and has a stem, leaves and roots.
Source	Where something comes from.
Tree	A tall plant that has a hard trunk, branches and leaves.
Vegetation	Plants, trees and flowers.
Vertebrate	A creature which has a spine.

Objective	Learning
Can I group things to show which are living, dead, or have never been alive?	Identifying and Classifying All living things breathe, eat, grow, move, reproduce and have senses.



the same things as something that is living at one time but is not able to do so
it is dead and something that has never been alive does not eat, grow, move,

Ask children to explain which is which.
Give them other objects to sort and explain why they are alive, were once alive or never lived.

Can I explain what a habitat is?

Identifying and Classifying

A habitat is a place where living things, such as animals and plants, can find all of the things they need to survive. This includes food, water, air, space to move and grow and some shelter. Some habitats are large, like the ocean, and some are very small, such as under a log. Other examples of habitats could be rivers, woodlands, coasts and forests.
Can the children draw and label the features of different habitats into their books?

Can I describe the animals and plants which live in particular habitats?
(Could be spilt to look at a wide range of habitats)

Research

Give each group a habitat and ask them to think about/ research animals and plants that live in different habitats. They could

- Have a range of animal and plant pictures and choose the ones that live in that habitat
- Have a carousel of habitats for them to add animals and plants to from their research
- Work as a group to research a particular habitat and then present to the class.

<https://www.bbc.co.uk/bitesize/topics/zx882hv> (lots of videos)

Can I explain what a micro-habitat is?

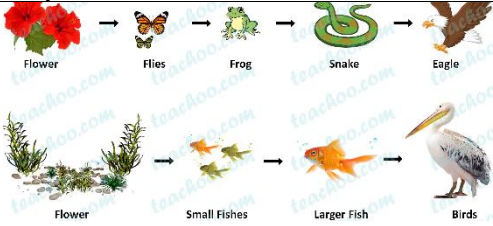
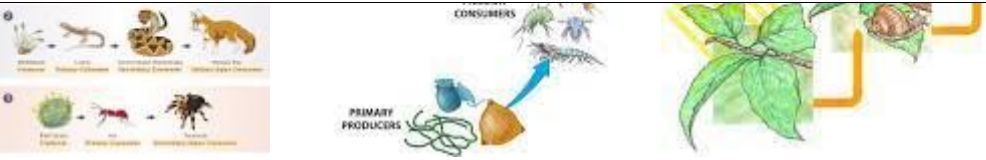
Research

Micro-habitats are very small habitats where minibeasts may live. Minibeasts that can be found in micro-habitats include worms, snails, ants, centipedes, millipedes and butterflies and they help to keep the micro-habitat healthy.
Go outside and explore 3 micro-habitats- pile of leaves, under a plant pot, a rotten log etc. Ask them to draw and describe each habitat?

Can I describe the animals and plants which live in particular micro- habitats?

Pattern seeking

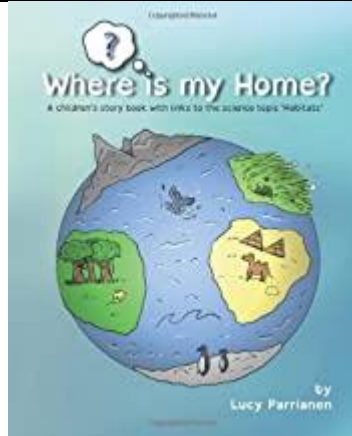
Conduct a mini-beast hunt in 2 different micro-habitats. Ask them to count up and tally the different minibeasts which they find.
What did they find in the different areas?
Where they different or were they the same?

	<p>Where do particular mini-beasts like to live?</p> <p>http://treetoolsforschools.org.uk/activities/pdfs/pdf_minibeast_hunt.pdf</p> <p>http://treetoolsforschools.org.uk/activities/pdfs/pdf_creepy_crawly_spotter_sheet.pdf</p>
<p>Can I explain how different animals and plants are adapted to their habitat?</p>	<p style="text-align: center;">Research</p> <p>Look at a desert habitat (or one they are more familiar with if they have studied one in Geography). Look at one animal and one plant. E.g. camel and a cactus. Explain how they are adapted to their environment- camel- stores fat to keep cool, long eyelashes to keep out the sand from their eyes, hooves to walk on the sand. Cactus- spikes to stop it being eaten, stores water in its flesh, long roots. Label these adaptations.</p>
<p>Can I explain how living organisms become dependent upon each other in a habitat?</p>	<p style="text-align: center;">Ideas Over Time</p> <p>Animals and plants depend on each other to survive. All living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive. For example, worms depend on plants because they feed on dead leaves, but plants depend on worms, which make the soil healthy by digging holes and allowing air in. If there were no worms there would be less birds, as there would be more competition for food, and the soil would not be as healthy. Look at videos of a wormery and then describe how the animals rely on each other for survival. Explain how important insects and bees are to produce our food. Can they think of ways to protect them?</p>
<p>Can we construct simple food chains for different habitats?</p>	<p style="text-align: center;">Pattern Seeking</p> <p>For a forest habitat, worms feed on dead leaves, but worms eat with a plant. Simple food chains- label herbivore and carnivore building</p> 
<p>Can we construct simple food chains for different habitats?</p>	 <p>chain. They could animals which live</p>

Websites

- <https://www.stem.org.uk/resources/community/collection/12/23/year-2-living-things-and-their-habitats>
- https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2a
- <https://www.bbc.co.uk/bitesize/topics/zx882hv>

Recommended Reads



Golden Thread

Living things and their habitats