Year 2: Living things and their habitats

What should I already know?
Comments and questions about the place they live or the natural world. 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.

Science – Asking questions about how the world works and finding the answers.	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. Identify and name a variety of plants and animals in their habitats, including microhabitats

Powerful knowledge
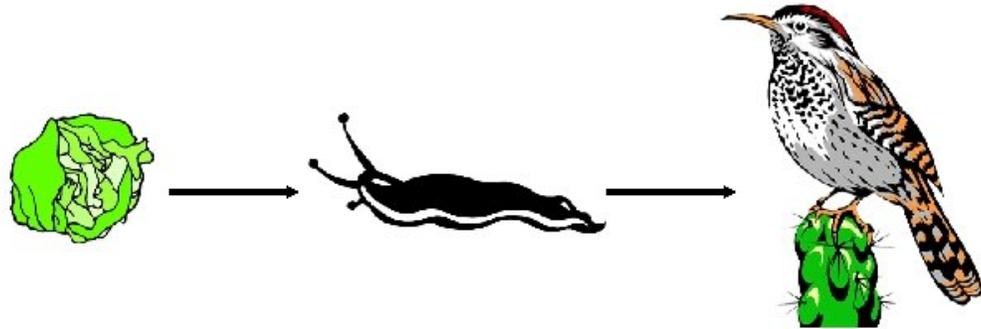
The lettuce is eaten by the slug, the slug is eaten by the bird.

SHARK LADY
The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist.
Written by Jess Keating • Illustrations by Marta Álvarez Miguéns

Significant Information

woodland
Hedgehogs make a nest in leaves in woods.

pond
Goldish can breathe in water.

seashore
Crabs are omnivores and eat seaweed.

polar
Polar bears are carnivores and eat seals.

ocean
Stingrays live in saltwater.

rainforest
Spider monkeys find food high up in the treetops.

Interesting facts – A marine biologist studies the creatures that live in the ocean.

Glossary	
living	Living things are plants and animals.
dead	Dead things include dead animals, plants and parts of plants and animals that are no longer attached.
habitats	The place where an animal or plant lives and provides their basic needs – shelter, food and water.
food chain	These show how animals get their food from plants and other animals.
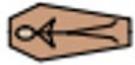
Science Year 2 – Living things and their habitats – Seaside

National Curriculum Objectives:
- 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
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- 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.

Prior Objectives:
- No prior objectives

In Early Years:
- Comments and questions about the place they live or the natural world.
- 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.
- Comments and asks questions about their familiar world.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Skill – Identify	Skill – Describe, explain, compare	Skill – Describe	Skill – Describe
Knowledge – A habitat is a place where an organism lives	Knowledge – As well as animals, many plants also grow in the ocean.	Knowledge – A food chain shows how each animal gets its food.	Knowledge – Living things need other living things to survive.
WALT: Identify animals in their habitats. WILF: -Identify living things -Name the habitat -Name the animals Various pictures of the seaside. What can you see that is living, dead or never been alive? Ask children if they can think of any examples of habitats and any organisms that might live in them, giving an example, such as a pond and ducks Take a look at different habitats and identify the animals. Which animals were the easiest to match to their habitats? Why? Which animals might belong to different habitats? **Recording:** Match photographs of different habitats to animals and plants.	WALT: Explain how different habitats provide needs for different animals. WILF: -Name animals that live in the ocean. -Name plants that live in the ocean. -Create a model of the ocean. Revisit Mrs Nerg Which living things live in the ocean? Show a picture of the ocean and ask same question again. Can you name any of these living things? How can animals respire in the ocean? What about a dolphin? Discuss the conditions in the habitat. What do they eat? Where do they live? How do they survive? Would a shark survive in the rainforest? **Recording:** Chn create their own model of the ocean. Uses tissues and felt tips to create the plants and animals that may live there.	WALT: Use a food chain. WILF: -Use the sentence stem. -Read the food chain. -Order living thing in a food chain. Show children a food chain Sentence stems The ____ is eaten by ____, which is eaten by____. Children look at different food chains and use the sentence stem to read it. Role play the 3 organisms in the food chains E.g. One child plays the grass which is eaten by the child who plays the cow which is eaten by another child playing a person. **Recording:** Record the role-play. QR codes Use big cards and pictures to create a food chain as a class.	WALT: Show different food sources. WILF: -Name some sources of food - Read the food chain. -Order living thing in a food chain. Recap reading and role-playing the food chains. Take a look at different animals. What would this animal eat? What would eat this animal Take a look at different animals as a class and create found chains. Remind children the arrows need to show who eats what. **Recording:** Create their own food chains, each containing three organisms. LAPs – use pictures and arrows HAPS – Draw a food chain

Assessment: Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt.

Key Vocabulary: Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade
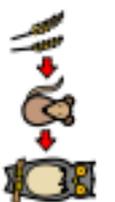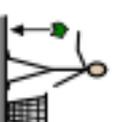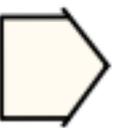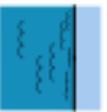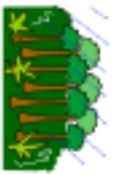
nutrients	shade	rainforest	shelter	micro-habitats	living
excrete	movement	conditions	sea shore	food	dead
reproduce	respire	desert	woodland	food chain	alive
growth	senses	damp	ocean	leaf litter	habitats