

Year 2 - Living Things and their Habitats

Prior Learning	In Year 2 What they need to know	Later learning: Children do not need to be taught this year.	Key Vocabulary ASE
Know about similarities and differences in relation to living things Talk about the features of their own immediate environment and how environments might vary from one another (Early Learning Goal)	• 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 - identify and name different sources of food	In Year 4 pupils will be taught to: • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things In Year 5 pupils will be taught: • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life processes of reproduction in some plants and animals In Year 6 pupils will be taught: • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring, but normally offspring vary and are not identical to their parents	living, dead, never been alive, suited, suitable, basic needs, food chains, shelter, move, feed, names of local habitats pond, woodland etc, micro habitats e.g. under logs, bushes <i>tentative language:</i> <i>perhaps, maybe, I was wondering, Does anyone else think.....?</i>

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		• Identify how animals and plants are adapted to suit their environment and that adaptations lead to evolution	
Common Misconceptions Some children may think: • an animal's habitat is like its 'home' • plants and seeds are not alive as they cannot be seen to move • fire is living • arrows in a food chain mean 'eats'.		Possible Famous Scientists to study within unit Rachel Carson- Marine Pollution Liz Bonnin - Conservationist	
Working Scientifically What they need to be able to do			
1. Ask simple questions			
2. Recognise that questions can be answered in different ways			
3. Perform simple tests			
4. Observe closely			
5. Use simple equipment			
6. Talk about what they have found out			
Images taken from Primary-Science and PSTT.org			

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Identifying and Classifying 	Comparative Testing Fair Testing 		Pattern Seeking 	Research 	Observation over time 
How would you group these plants and animals based on what habitat you would find them in? How would you group things to show which are living, dead, or have never been alive? • Find things that are living. • Find things that are dead. • Find things that have never been alive. • Classify things found in the environment (choosing their own criteria to do so), leading to living, dead and never been alive. • Classify minibeasts found in the environment based on physical structure. • Classify plants found in the environment.	N/A		What conditions do woodlice prefer to live in? Which habitat do worms prefer - where can we find the most worms? Children generate questions for investigation such as: ▪ Are there more daisies in the meadow or on the field? ▪ Where do you see more ivy? ▪ Where do you see more butterflies? ▪ Where do snails live?	How does the habitat of the Arctic compare with the habitat of the rainforest? • Use secondary sources to name plants and animals seen in the local environment that they may not currently be able to name (Leafsnap UK on Apple App Store, SEEK INaturalist on google play and Apple App Store, textbooks, Woodland Trust resources). • Research what animals they have first-hand experience of eat.	How does the school pond change over the year? • Explore animals in micro-habitats throughout the year (under a rock, under a log, in a pond, in a bush, in the long grass). • Explore plants in micro-habitats throughout the year (e.g. woodland area, ponds, meadows).

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Snap Science link to subject content - **What's In Your Habitat?** (4 lessons)

Snap Science link to subject content - **OCW 1,2,4,6** big question enquiries covered including **ENL1**

Enrichment activities to be set as challenges weekend/half termly or additional enquiry opportunities

Main Enquiry type covered by SS: Identifying and Classifying, Research, Observations over time. Pattern Seeking

Book Links

Big Cat book links

The Oak Tree Anna Owen 978-0-00-718562-7 Band 2B Red	What lives in, on or under the oak tree? Find out in this simple non-fiction book.
Spines, Stings and Teeth Andy and Angie Belcher 978-0-00-718589-4 Band 5 Green	What dangers do animals that live underwater face and how do they stay safe from harm?

Big Cat book links

The Helper Bird Anita Ganeri 978-0-00-741294-5 Band 3 Yellow	This little bird may be small, but it's very helpful to bigger animals.
The Baby Turtle Andy and Angie Belcher 978-0-00-718659-4 Band 3 Yellow	Follow the first day of a baby turtle, from hatching on the beach onwards.

Pupils could work scientifically by:

- Explore the outside environment regularly to find objects that are living, dead and have never lived.
- Classify objects found in the local environment.
- Observe animals and plants carefully, drawing and labelling diagrams.
- Create simple food chains for a familiar local habitat from first-hand observation and research.
- Create simple food chains from information given e.g. in picture books (Gruffalo etc)

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By the end of the unit children should know that... (Sticky Knowledge)

- Some things are living, some were once living but now dead and some things never lived.
- There is variation between living things.
- Different animals and plants live in different places.
- Living things are adapted to survive in different habitats.
- Environmental change can affect plants and animals that live there.



_____ has explored habitats and microhabitats (under logs, amongst the wildflowers) and names animals and plants living in these habitats.
 _____ talks about how the animals are suited to their habitat and how the plants and animals depend on each other for food and shelter.
 _____ is able to create simple food chains to show what animals in a habitat eat. _____ finds a range of objects in the local habitat and identifies them as living, dead or never lived.

Secure learning indicators **PLAN knowledge matrices**

- Can find a range of items outside that are living, dead and never lived
- Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied
- Can talk about how the features of these animals and plants make them suitable to the habitat
- Can talk about what the animals eat in a habitat and how the plants provide shelter for them
- Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction
- Can sort into living, dead and never lived
- Can give key features that mean the animal or plant is suited to its micro-habitat Using a food chain can explain what animals eat
- Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty

Please see www.ase.org.uk for PLAN supporting science assessment resources (found also in TEAMs)

Assessment Indicators for working scientifically in Year 2 -

Gather and record data to help in answering questions (context- identify where woodlice live)

Working Towards: Says how many woodlice were found, e.g. I found 3 woodlice. Needs support to produce tally chart at the point it is being drawn.

Secure: Can draw a tally chart (after it's been modelled to them) and explain why woodlice are found in a particular habitat, e.g. I found 3 here and 3 there because it is dark.

Mastery: Can independently explain their tally chart / pictogram, e.g. I think there would be more spiders here and more woodlice there... Explaining why the woodlice might live there e.g. because of predators.

Assessment Indicators for working scientifically in Year 2 - Identify and classify (context- identify plants and animals)

Working Towards: Children may name animals already known to them e.g. ants and spiders with little reference to the spotter sheets. Children will not yet be linking the specific animal to its type e.g. I know it's an ant because we have them in my garden.

Secure: Children use spotter sheets to identify plants or animals e.g. I think that is an earwig because it has a funny tail like on the sheet. Children begin to classify

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e.g. That woodlouse can't be an insect because it doesn't have 6 legs. The squirrel in the tree is all furry so it must be a mammal.

Mastery: Children can discuss the limitations of the spotter sheets e.g. I think it is a kind of ladybird because it has the same kind of back and legs, but it is not the same as on the sheet, but the sheet can't have pictures of all the ladybirds.

Please see primary science consultancy enrichment activities for additional resources in TEAMs, consider use of [Activities - Explorify](#): Big Question, Mission Survive, problem Solvers, Mystery bag for challenging more able pupils.

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Expected • sorts and groups a selection of items (or photographs of items) according to whether they are living, dead or have never been alive • describes how they know that something is alive, <i>e.g. because it breathes, it moves, it has a heartbeat, it is warm (animals). Because it is green, the stalk is stiff (plants)</i> • describes how they know when something is dead, <i>e.g. it stops breathing, it decomposes (animals). The leaves have fallen off/gone brown and crisp (plant)</i> • talks about why something might have died, <i>e.g. because it was old, because it had a disease, because it had an accident</i> Expected • describes a habitat as the natural place (environment) where something lives • describes how a habitat provides for the basic needs (food, water, shelter) of the animals and plants that live there	Exceeding • explains the typical characteristics of something that is living, something that is dead or something that has never been alive • is aware that living things have life processes and can name some of these Exceeding • names some of the characteristics of an animal that help it to live in a particular habitat, <i>e.g. a duck with webbed feet and a bill and waterproof feathers lives on the river and riverbank</i> • describes what a particular animal or plant needs to survive and links this to the habitat where the animal or plant lives, <i>e.g. lavender and rosemary are plants that grow well in full sunlight</i> • knows that plants and animals depend on their habitat to survive and gives examples	
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• knows that plants and animals depend on their habitat to survive, <i>e.g. for food, for spreading seeds, for shelter</i> Expected • names the plants or animals that live in a particular habitat, <i>e.g. in the school pond, in the wood</i> • names the plants or animals that live in a named micro-habitat, <i>e.g. under a stone</i> • knows that some animals eat plants, some animals eat meat and some eat both • recognises and names some common animals that have plants as their food source, <i>e.g. cows, sheep, horses</i> • recognises and names some common animals that have animals as their food source, <i>e.g. a cat, an insect eating bird</i> • recognises and names some common animals that have both plants and animals as their food source, <i>e.g. humans</i> • explains what a simple food chain is • knows that a food chain always starts with a plant	Exceeding • identifies a more diverse range of plants and animals and knows what their habitat is like • uses the terms herbivore, carnivore, and omnivore confidently • explains (in simple terms) why a food chain always starts with a plant • creates more complex food chains • knows that the arrow in a food chain means 'gives energy to'	
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| <ul style="list-style-type: none">• knows that the arrow in a food chain means 'is eaten by'• places plants and animals in the correct order to make a food chain, <i>e.g. rose bush, greenfly, bird OR grass, rabbit, fox</i> | | |
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