

| Topic:                           | Year group | Term   |
|----------------------------------|------------|--------|
| Living things and their habitats | 2          | Spring |

### Background knowledge

This will be an outdoor learning opportunity. The children will have studied habitats in the autumn term of year 2 and this unit builds on this. Children will study micro habitats in the school grounds and visit a local alternative habitat (local woodland, seaside) to identify organisms living there.

All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animal that are no longer attached e.g. twigs, shells, fur, hair and feathers. (This is a simplification useful for year 2 children.)

An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastic is made of fossil fuels).

Animals and plants live in a habitat in which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants - shelter, food and water.

Within a habitat, there are different micro-habitats e.g. in woodlands- in the leaf litter, on the bark of the trees, on the leaves. These micro- habitats have different conditions e.g. light/dark, damp/dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. the way the animals obtain their food from plants and other animals can be shown in a food chain.

### Common misconceptions

- 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".

### What should I already know?

#### Year 1

I can name a variety of common, wild and garden plants.

I can make simple observations using appropriate language to describe them.

I can compare living things.

I can sort and group objects according to their simple properties.

| National Curriculum Objectives / Key Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The Journey                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• 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.</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> </ul> | <ol style="list-style-type: none"> <li>1. Habitats in my local area</li> <li>2. Polar habitats</li> <li>3. Desert habitats</li> <li>4. Ocean habitats</li> <li>5. Woodland habitats</li> <li>6. Microhabitats</li> <li>7. Habitats and diet</li> <li>8. Food chains</li> <li>9. Living, dead or never alive?</li> </ol> |
| <p><b><u>Working scientifically</u></b></p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Identifying and classifying.</p> <p>Observing closely, using simple equipment.</p> <p><b><u>Scientific enquiry</u></b></p> <div data-bbox="92 1800 774 2024">  </div>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                         |

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## Outcomes

Working towards: I can name some micro habitats found in the school grounds and name some of the living things I would find there. I can ask questions about the living things I observe with support. I can start to compare the living things found in different habitats. I can design a living thing to live in a named microhabitat giving simple reasons for my design.

Expected: I know what a micro habitat is and name the conditions and living things I would find there. I can ask questions about the living things I observe and think of ways to find them out. I can compare the living things found in different habitats. I can use my knowledge of how living things are adapted to living in different habitats to design my own.

Exceeding: I know what a micro habitat is and name the conditions and living things I would find there confidently. I can ask questions about the living things I observe and can find out the information I need to answer them. I can compare the living things found in different habitats explaining why they are different. I can confidently use my knowledge of how living things are adapted to living in different habitats to design my own giving reasons behind my design.

## Key Vocabulary

## Timeline / Diagrams

Names of habitats and micro habitats.

Animal- a living thing that can't make its own food.

Habitat- a living things home.

Micro habitat- A small habitat within a larger habitat.

Plant - a living thing that makes its own food.

Predator- an animal that eats other animals.

Prey- An animal that is hunted for food.

Mammal - an animal with fur/hair

Bird - an animal with feathers, wings and a beak

Deciduous tree - a tree that loses its leaves during autumn

Evergreen tree - a tree that keeps its leaves all year round

Carnivore - an animals that eats other animals

Herbivore - an animal that eats plants

Arctic plants - plants that grow in the Arctic

Hibernate - spend a long period of time in a deep sleep

Reptile - an animal with dry scales

Cactus - a plant with spines

Desert - an area covered in sand with very little rainfall

Rainfall - the amount of rain that falls in one place

Ocean - a large area of seawater

Fish - an animal that lives in water which usually has fins, scales and gills

Seagrass - a plant that grows and lives in the water

Woodland - a large area with trees, shrubs and other plants

Fern - a plant with long stems and feather like leaves



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| <p>Omnivore - an animal that eats other animals and plants</p> <p>Diet - the food eaten by an animal</p> <p>Food chain - the order in which energy is passed from one plant or animal to another when they are eaten</p> |  |
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| Key people / places            |
|--------------------------------|
| STEM job - Wildlife biologist. |

| Assessment questions / outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Can you sort things into living, dead and never alive?</p> <p>What is a micro habitat? Name some found in the school grounds.</p> <p>Name a micro habitat and the conditions you will find there. Can you name some living things you would find there?</p> <p>What is the difference between the living things you found today and those in the school grounds?</p> <p>Why do animals camouflage themselves?</p> <p>What features would an animal living in the micro habitat have to survive?</p> |