

Year 2 Science Autumn 2 Unit

Living Things and their Habitats

Key Scientific Skills	Year 2 Living things and their habitats
Asking simple questions and recognise that they can be answered in different ways	
Observe closely, using simple equipment	
Perform simple tests	
Identify and classify	
Using their observations and ideas to suggest answers to questions	
Gather and record data to help in answering questions	

Lesson Sequence

1. Compare the differences between things that are living, dead, and things which have never been alive
2. Identify and name a variety of plants and animals in a microhabitat
3. Design a suitable microhabitat where living things could survive
4. Find out what animals eat to survive in their habitat
5. Understand food chains
6. Understand the journey food makes from the farm to the supermarket

Progression of Knowledge

Unit	YEAR 2	YEAR 4	YEAR 5	YEAR 6
Living things and their habitats	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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,</p>	<p>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 and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics pose dangers to living things</p>

Food Chain

The grass is eaten by the rabbit.

The rabbit is eaten by the fox.

Microhabitats

in a flower

in a log

under a leaf

under a log

Dead or Alive

living		All living things breathe, eat, grow, move, reproduce and have senses.
dead		Something that was once a living thing.
non-living		Something that has never been alive.

Habitats

woodland

farmland

pond

coastal

desert

mountain

Rocket Words

reproduce	to create young, offspring or babies
excrete	to get rid of unwanted substances from the body
respire	to breathe
habitat	the natural place where an living thing can survive
microhabitat	a small natural area where a living thing can survive, found within larger habitats
survive	to remain alive
producer	a plant at the start of a food chain
consumer	a living thing that eats other living things