St James' Church of England Primary School
Science Overview Sheet

Year 2 – Living Things and Their Habitats

Rationale: Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, e.g. for woodlice under stones, logs) They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean.

Pre-unit task: Knowledge Organiser Quizzes

Working Scientifically:

- Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.
- Describing how they decided where to place things.
- Exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?
- Talking about ways of answering their questions.
- Constructing a simple food chain that includes humans (e.g. grass, cow, human).
- Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes).
- Finding out how the conditions affect the number and type(s) of plants and animals that live there.

Statutory Requirements:

- **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 micro-habitats.**
- **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.**

Overview:

Lesson 1: Living, Dead and Never Alive- I can compare the differences between things that are living, dead and have never been alive.
Lesson 2: Local Habitats - I can map a habitat and identify what is in it.
Lesson 3: Microhabitats- I can identify animals in their habitats.
Lesson 4: World Habitats- I can describe a habitat and identify animals live in it.
Lesson 5: Living, Dead and Never Alive - I can identify how an animal is suited to its habitat.
Lesson 6: Food Chains - I can describe how animals get their food.

Cross Curricular Links

Resources

Magnifying glasses • Clipboards • Items for capturing and carrying invertebrates e.g. paint brushes, plastic spoons, plastic pots with lids • Hand sanitiser • Mini whiteboards and pens - class set • Sticky notes • Clipboards • Make preparations for an outdoor visit to a suitable local habitat. This could be a local park or an area of the school grounds that will show signs of man-made changes. • Topic books on endangered species • Internet access

Assessment

Most Children will: • Explain some of the life processes. • Ask questions to decide if a thing is living, dead or has never been alive. • Identify some plants and animals in global habitats. • Draw a map of a local habitat. • Sort objects into categories and give reasons for their choices. • Identify and name minibeasts in microhabitats.

Less Able Children will: • Say what is different about things that are living, dead or have never been alive. • Identify some of the plants and animals in a familiar habitat. • Sort objects into categories. • Find microhabitats. • Describe the conditions in a habitat

More Able Children will: • Identify a variety of plants and animals in a range of habitats. • Choose their own objects to go into given categories. • Use information they have gathered to suggest an answer to a question. • Suggest why the plants in a habitat need the animals.