Year Group: 2 Term: Autumn
Living things and their Habitats

National Curriculum objectives

- S1.1s Explore and compare the differences between things that are living, dead, and things that have never been alive.
- S1.1t 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.
- S1.1u Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- S1.1v 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

Specific substantive knowledge—what we want learners to know in this year group?

- 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 animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers
- An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive
- Animals and plants live in a habitat to 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 a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or 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 that animals obtain their food from plants and other animals can be shown in a food chain.

What prior knowledge is this building upon? What should they focus on to build to age related?

- Identify and name a variety of common wild and garden plants, (Y1 - Plants)
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. And a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans

Year 2 Autumn term—Animals inc Humans:

- All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.

Key questions for AFL:

- *What are somethings that you know are living? What are some examples of things that have never been living?*
- *What do things that are living need? Is this different to things that are dead?*
- *What kind of living and non living things might we find our local school environment?*
- *Can you describe a specific animal and how its environment is a suitable place for it to live? How might this animal be suited to its environment?*

Where is this learning progressing to? (Use with knowledge ladder)

- Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)
- Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
- Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
- Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution (Year 6—Evolution and Inheritance)

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'.

Working scientifically focuses

S1.1a Ask simple questions and recognise that they can be answered in different ways

S1.1b Observe closely, using simple equipment performing simple tests

S1.1c Identify and classify

What types of enquiry will we be undertaking?

Identification and classification, observation

Process for enquiry or investigation

- 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. Observe and notice features of the environment / habitat and discuss why this is suited to the animals needs—draw on prior knowledge from Animals including humans regarding animal survival
- Create simple food chains for a familiar local habitat from first-hand observation and research—draw on prior knowledge of animals including humans regarding animal survival
- Observe microhabitats in Forest school area to identify living things in their habitats, noticing which aspects may be living, dead or never alive e.g. leaves, mud, wood, insects. Create simple observation enquiry so that pupils can categorise what they find in the microhabitat.

How does it help learners develop their knowledge?

Progressing observation and classification over the process of the unit will allow learners to develop key concepts regarding habitats and living things, and then revisit this when applying knowledge to a microhabitat.
Children will need to draw on their prior learning regarding animals and their needs as well as their diet from Year 1 when considering the habitat they are best suited to and the food chain that they are a part of.

Key Vocabulary

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied