



No Limits  
To Learning!

**Topic Title:** Living things and their habitats

**Year Group:** 2

**Academic Year:** 2022-2023

**Science Intent:**

To answer questions that help them to become familiar with the life processes that are common to all living things.

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| <p><b>Prior Scientific Learning/Linked Topics:</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)</li> <li>• Observe changes across the four seasons. (Y1 - Seasonal change)</li> </ul> | <p><b>Literacy Links (including texts/media used):</b><br/>The Polar Bears Son</p>  |  |
| <p><b>Scientific Knowledge</b></p>   | <p><b>Working Scientifically</b></p>  |  |
| <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <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</li> </ul>   | <p><b>Observing and Measuring over time</b><br/>Observe and identify, compare and describe.<br/>Use observations and ideas to suggest answers to questions. To say what I am looking for.</p> <p><b>Identifying, classifying and grouping</b><br/>Use simple features to compare objects and living things and, with help, decide how to sort and group them.<br/>Identify and classify.</p> <p><b>Research</b></p> |  |



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| food.   | Use simple secondary sources to find answers. Can find information to help from books and computers with help |
| <ul style="list-style-type: none"><li>• <b>Lesson 1 The seven life processes</b><br/>Children to explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes (Mrs Gren) The children will have an outline of a human and they need to label how they know the person is alive e.g. breathing</li><li>• <b>Lesson 2: Living Dead and Never Been Alive Identifying, grouping and classifying</b><br/>Chn to discuss how they know something is living, dead or has never been alive. giving examples of how these processes appear in plants and animals. Children to sort the objects (pictures) in to those objects that are living, those that are dead and those that have never been alive. Children to explain their answers. Children to refer to the 7 life process to justify their answers. Children to go outside with a box and they will collect specific objects. The children will then sort objects into different ways.</li><li>• <b>Microhabitats Identifying, Grouping and Classifying</b><br/>Children to identify and discuss microhabitats by identifying mini beasts in microhabitats around the school. Children to take photos of the microhabitats they find around the school e.g. under logs. The children will share the animals they have found within microhabitats.</li><li>• <b>Choice Chamber Observing over time</b><br/>Show the children a choice chamber and discuss what animal might be suited to it. The children will record where they think the woodlice and slug would choose to go.</li><li>• <b>Large Habitats Identifying, Grouping and Classifying</b><br/>Show the children a video of an animal on Deadly 60 to engage their interest. Ask them to consider where it might be living. Find out what the children know about animals and where they live. The children will draw pictures of animals that live in the pond, field, sea and forest.</li><li>• <b>Food chains Identifying, Grouping and Classifying</b><br/>Children to 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 by making a variety of food chains. Children to talk about what are herbivores, carnivores and omnivores (revisit from Year 1). Children to talk about how different animals depend on different animals to survive and this can be shown in a food chain e.g. grass – cow – human. Children to</li></ul> |   |



draw a food chain.

- **Adaptation of animals Research**

Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other by considering the adaptations of animals and how living things in a habitat depend on each other. Children to discuss how a squirrel, an oak tree and a fox depend on one another to stay alive. Children can act it out so they understand fully.

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

light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants)

offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly) (Y2 - Animals, including humans)

Stunning Start/Marvellous Middle/Fabulous Finish:

OAA/Trips/Visits/Visitors: