



Subject: Science  
Year group: 2  
Term: Spring  
Unit name: Living things and their habitats

<b>Prior Knowledge</b> - deciduous and evergreen trees. (Y1 - Plants) Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Identify and name 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) Observe changes across the four seasons. (Y1 - Seasonal changes)	
<b>Scientific enquiry</b>	
Classifying	Living/Dead/Never alive A variety of plants and animals and their habitats
Observing over time	Food chains
Pattern seeking	Food chains
Comparative/fair testing	Not relevant
Researching	Habitat types Design a habitat Animal diets for survival

- National curriculum:**
- 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

- Working Scientifically:**
- Ask questions
  - Draw basic conclusions
  - Record observations
  - Use tables and pictograms
  - Interpret results
  - Communicate findings

**Assessment for learning**  
Recapping prior knowledge- beginning of unit- what do children already know?  
Beginning of each lesson- focus on recall of previous learning (quick quizzes)

<p><b>Respect</b></p> <p>Do for other people the same things you want them to do for you.</p> <p>Matthew 7:12</p>	<p><b>Integrity</b></p> <p>An honest witness tells the truth. But a dishonest witness tells lies.</p> <p>Proverbs 12:17</p>
---	---

**Key Learning- what will the children know by the end of the unit?**

*In this unit children will learn which things are living, dead and things which have never been alive; the names of some common plants and types of trees; some animals are suitable to be kept as pets but others are not; all animals need water, air and food to survive; animals can be grouped into vertebrates and invertebrates; animals can be grouped into carnivores, herbivores and omnivores. They will also learn that animals, including humans, have offspring which grow into adults. They will understand that there are different vegetation belts and biomes around the world.*

**To find a range of items that are dead, living or never been alive.**

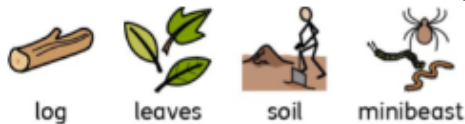
**To name plants and animals that live in different habitats.**

A habitat is a place where living things, such as animals and plants, can find all of the things they need to survive. This includes food, water, air, space to move and grow and some shelter. · Some habitats are large, like the ocean, and some are very small, such as under a log. · Some habitats in our local area include the river and woodlands. Other habitats include the coast and the forest.



**To be able to explain the features of the animal or plant and how they are suited to the habitat.**

Microhabitats are very small habitats where minibeasts may live. · Examples of microhabitats include under stones, in grass, under fallen leaves and in the soil. · Minibeasts that can be found there include worms, snails, ants, centipedes, millipedes, and butterflies and they help to keep the microhabitat healthy. · Minibeasts are able to survive in their habitats because they can find the things they need to survive there, such as food and water. For example, caterpillars can survive on leaves as they give them food.



**To be able to explain what the animal eats.**

Animals and plants depend on each other to survive. For example, worms depend on plants because they feed on dead leaves, but plants depend on worms who make the soil healthy by digging holes and allowing air in. · Birds also need worms because they eat them. Worms are a source of food for birds. · This called a food chain. · If there were no worms, there would be less birds as there would be more competition for food. The soil would not be as healthy without worms.

**To construct a food chain using simple diagrams.**

All living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive.

