



# Year 2 – Autumn 2 – 'Living Things and Their Habitats'

## NC Science – 'Living Things and Their Habitats'

Pupils should be taught to:

- 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.

**Vocabulary** – categories, classification, reproduces, living, dead, never been alive, microhabitat, dark/light, habitat, savannah, rainforest, tundra, herbivore, carnivore



I can identify plants and animals from a range of habitats TAF 2.

Research creatures in larger habitats and ask: why do these living things live there? Create dioramas of different habitats and label with research information.

Using landscape pictures/photographs and plant and animal pictures chn to match animals and habitats.

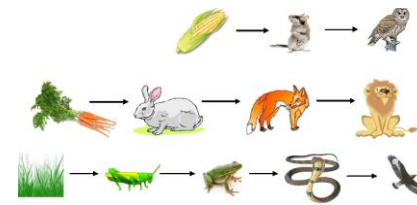
[Microhabitats](#) from [www.YouTube.com](#)  
[BBC Bitesize: woodland habitat video clip](#) from [www.bbc.co.uk](#)

Record in their books the animals that would be found in each habitat.

**P**ose a question e.g. Why do polar bears live in the Arctic? Chn could explain/create a poster/create a LOST poster for a polar bear?

Discuss what makes the animals suited to their habitat?

Chn to understand that these environments provide the basic needs of the animals. Animals and plants depend on each other.



I can understand and describe a food chain TAF 4.

Practical start: Role play food chains in the hall. Understand that, in a healthy habitat, all living things depend on each other in different ways.

[Animated food chain game](#) – from [www.bbc.co.uk](#)

[BBC Bitesize: Food chains](#) – from [www.bbc.co.uk](#)

[BBC Bitesize: What is a food chain?](#) from [www.bbc.co.uk](#)

Chn to 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.

### Key questions

- What does the food chain always start with?
- What animal categories are mentioned? (herbivore/carnivore)
- What are different sources of food for animals?

Chn to complete and write about a food chain – independent write – fact file or poster.



I can design a bug hotel suited to minibeasts

Chn to drawing on their knowledge of habitats in groups, brainstorm ideas through oracy – design a bug hotel!

Explain to the chn, the purpose of designing bug hotel is to make them from habitat around the school grounds. This area, and resources available, will determine how large the hotel will be. Although often large, bug hotels can be very small and popped underneath a hedge or in a quiet corner of the playground.

Useful websites

[How to build a bug hotel](#) – from [www.wildaboutgardens.org.uk](#)

[Excellent and detailed information showing the variety of bug hotels that can be created](#) – from [www.inspirationgreen.com](#)

**P**lan an investigation – In groups, design a layer of the bug hotel incorporate specific micro-habitats agreed from that group by the class. Build a bug hotel according to the groups designs.

Plenary – Decide on a name for your bug hotel and review the list of materials and agree to collect them for the next session.

I can explain why my habitat is suited to minibeasts.

Starter – photograph minibeast hotels for books or display, chn in their groups to list material to make their hotel

Chn are to become nature (travel) agents for their bug hotels.

As a class explore this website:– [https://schoolgardening\\_rhs.org.uk](https://schoolgardening_rhs.org.uk)

Allowing chn to understand purpose of their habitats which will support them sell their hotel – oracy lesson.

Chn to cover:

- Why is their hotel most suitable?
- Which section is the most attractable?
- What makes it different from others?
- Is there food store close by?

**P**rovided a conclusion – evidence – video or poster



I can identify animals in micro habitats TAF 3.

I can compare things that are living, dead, never been alive TAF 1.

Define with chns help the meaning of habitat. What does micro mean?

Explore the school grounds on the hunt for microhabitats

[Microhabitats](#) from [www.YouTube.co.uk](#)  
[BBC Bitesize: Woodland habitats](#) from [www.bbc.co.uk](#)

How can we investigate a micro habitat? What would we need?

**P**lan an investigation – photograph or draw the micro- habitats in the school grounds, adjectives: damp/wet/dry, dark/light.

**P**resent my results – how many minibeasts did you find and where? – draw a bar graph – maths link

Chn to have mini beast hunt – stagger.

What might they predict they will find animals?

Where will they find them?

Why in those locations?

How are they suited to their environment?

Discuss being responsible in the investigation.

Starting activity – Look at a live spider, a dead spider and a toy spider. What are some of the differences between the live spider and the dead one? And the dead spider and the toy one?

Chn to start by sorting objects into their own 3 groups (use hops practically). Then using BBC bitesize clip introduce things that are living, dead and never been alive. Introduce chn to MRS GREN – chn now sort objects using the 7 living processes to support.

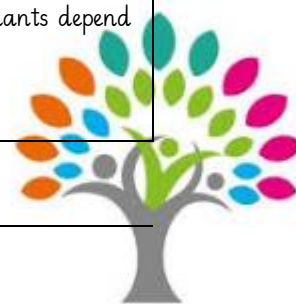
[BBC Bitesize Dead or Alive: Is it Alive?](#) – from [www.bbc.co.uk](#)

[Minuscule Vol 4, episode 1](#) – from [www.YouTube.com](#)

Chn to sort items in collaborative groups into these categories and explain to class why they sorted them in this way. Record sorted groups in list form.

Chn to write a sentence about each of living process for a living object.

**P**resent my findings in a table – maths l



### NC Working Scientifically (UKSI)

- Explore and compare the difference between things that are living, dead and thing 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.

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