



# Buglawton Primary School

Be the Best We Can

Topic: Living things and their habitats

Subject: Science

Year: 2

Term: Autumn

## What should I already know?

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Observe changes across the four seasons.

## What will I know and by the end of the unit?

- 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

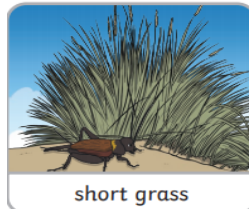
## What will I be able to do by the end of the unit?

- Can find a range of items outside that are living, dead and never lived
- Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied
- Can talk about how the features of these animals and plants make them suitable to the habitat
- Can talk about what the animals eat in a habitat and how the plants provide shelter for them
- Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction
- Can sort into living, dead and never lived
- Can give key features that mean the animal or plant is suited to its micro-habitat
- Using a food chain can explain what animals eat
- Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty

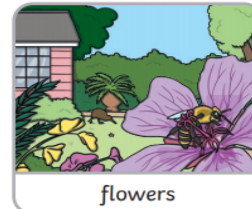
## Key Vocabulary

<b>habitat</b>	A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to <b>survive</b> such as food, shelter and water.
<b>microhabitat</b>	A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. Minibeasts live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to <b>survive</b> .
<b>depend</b>	Many <b>living</b> things in a <b>habitat</b> <b>depend</b> on each other. This means they need each other for different things.
<b>survive</b>	This means to stay alive.

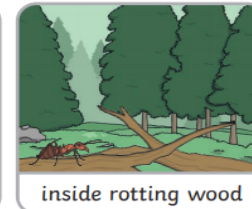
## Examples of microhabitats:



short grass



flowers



inside rotting wood



under leaves



in and on soil

## Key Knowledge

### Examples of habitats:



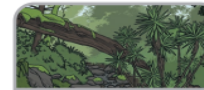
woodland



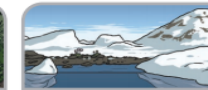
urban



coastal



rainforest



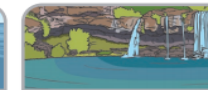
arctic



desert



ocean



river



mountain

## Key Vocabulary

<b>life processes</b>	These are the things that all <b>living</b> things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
<b>living</b>	Things that are <b>living</b> have all the <b>life processes</b> .
<b>dead</b>	Things that are <b>dead</b> were once <b>living</b> . They did have all the <b>life processes</b> but don't now.
<b>never living</b>	Things made out of metal, plastic or rock were <b>never living</b> . They never had the <b>life processes</b> .
<b>food chain</b>	A <b>food chain</b> shows how each animal gets its food. <b>Food chains</b> are one of the ways that <b>living</b> things <b>depend</b> on each other to stay alive.
<b>food sources</b>	This is the place a <b>living</b> thing's food comes from.

## Key Knowledge



living



dead



never living

### Food chains. The arrows mean 'is eaten by'.



## Agreed Real Life Outcome:

Choose a microhabitat and write features of it.