

Science

Living Things and Their Habitats

Year 2

Autumn Term

## Key Knowledge

Is it alive?	Things can be categorised as either living, dead, or has never been alive.
How do we know?	There are 7 life processes: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition. These can be remembered using the acronym: MRS GREN
Sensitivity	Sensing and responding to the environment. E.g. respond to changes in light, heat or sound.
Adaptation	Animals and plants are specially adapted to live in their habitats.
What do organisms need?	Animals need air, food, water, and shelter. Living organisms depend on each other and on their environments, or habitats, to meet their needs for survival.
Food chain	A food chain shows how each animal gets its food. The chain will always start with a plant.
Food source	This is the place a living thing's food comes from.

## Statutory Requirements

- 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.

## Key Vocabulary

Habitat	A home of plants and animals. E.g. Woodland, ocean, pond, meadow, log pile, river, lake, beach, cliff, desert, grassland, mountains.
Micro-habitat	A very small habitat. E.g. A log that woodlice live under or leaf litter.
Life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
Organism	Any living creature, plant or animal.
Trees	Deciduous or evergreen.
Wild flowering plants	E.g. Coltsfoot, daisy, dandelion, red clover, shepherd's purse.
Pond animals	E.g. Pond skater, pond snail, leech, common frog, smooth newt.
Invertebrates	E.g. Snail, slug, woodlouse, spider, beetle, fly.

## Pictures and Diagrams



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



## Possible experiences

- Exploring the school grounds or local parks as a habitat. What birds or animals can be spotted? What plants are growing here? Can they see evidence of a food chain in action e.g. cracked snail shells, owl pellets.
- Going on a mini-beast hunt in the local area: looking under stones, logs, around trees and around ponds.