

# Living Things and their Habitats

Year 2



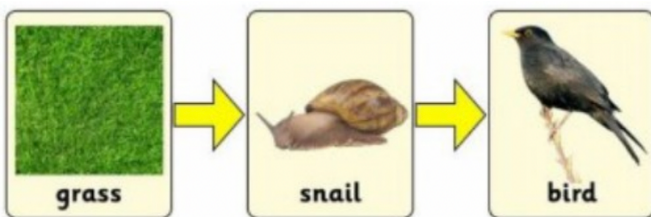
## Review:

*What should I already know?*

- Living things need water, food and somewhere safe to live.
- Animals can be classified as a carnivore, herbivore or omnivore.
- Animals can be classified as mammals, reptiles, amphibians, birds and fish.

## Essential knowledge.

- I will be able to identify and compare things that are **living**, **dead** and things that have **never been alive**.
- I will be able to identify and name a variety of plants and animals in the their **habitats**, including **micro-habitats**.
- I will know that **habitats** provide **basic needs** and that living things live in habitats to which they are suited.
- A **food chain** shows how animals get their food from plants and other animals.



## Vocabulary

Biology	Biology is all about living things.
Working Scientifically	is all about working like a scientist to answer scientific questions.

Habitat	A habitat is where a living thing lives.
Micro-habitat	A micro-habitat is a small home for living things.
Food Source	Where food comes from.
Basic Needs	What living things need to survive: food, water, air, shelter and water.
Food Chain	Food chains show what an animal eats and how they link together.



Working Scientifically



### Our enquiry focus:

Observing Changes Over Time	Pattern Seeking	Identifying, Grouping & Classifying	Fair Testing	Research
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## Skills I will need:

- I will identify, sort and classify things according to whether they are living, dead or were never alive.
- I will identify, sort and classify plants and animals into habitats that are suitable.
- I will record my findings in charts.
- I will ask and answer questions based around conditions in different habitats and microhabitats.





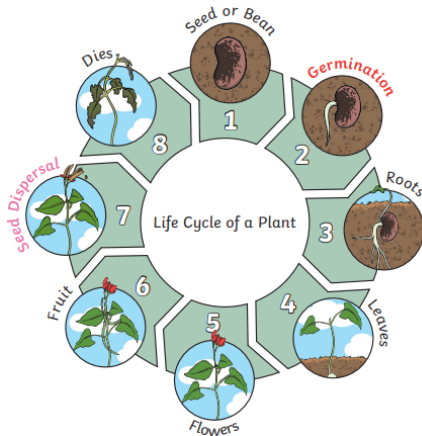
### Review:

*What should I already know?*

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Year 1)
- Identify and name the basic structure of a plant: I know and can name the petals, stem, leaves, roots and bulbs/seeds. (Year 1)

### Essential knowledge.

- I will be able to explain how seeds and bulbs grow into mature plants.



- I will be able to describe how plants need water, light and a suitable temperature to grow and stay healthy.



### Vocabulary

Biology	Biology is all about living things.
Working Scientifically	is all about working like a scientist to answer scientific questions.

Growth	Growth is something getting bigger and stronger.
Life cycle	The series of changes in a life of a living thing.
Germination	The sprouting of a seed to a seedling.
Shoot	A shoot grows upwards from the seed or plant to find sunlight.
Seed dispersal	Seed dispersal is when the seeds move away from the parent plant (either by wind or animals).
Environment	The surroundings or conditions in which a living thing lives.
Temperature	How hot or cold the environment is.



### Champion opportunity

During our learning, we will grow and look after our own plants.

Working Scientifically



#### Our enquiry focus:

Observing Changes Over Time	Pattern Seeking	Identifying, Grouping & Classifying	Fair Testing	Research
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### Skills I will need:

- I will ask questions about how different plants grow.
- I will ask questions about different plants in my environment.
- I will observe how a plant grows over time.
- I will observe the similarities and differences between a bulb and seed.

