

Year 2 Science – Animals Habitats

National Curriculum

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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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.

Vocabulary

- Reproduction
- Pupa
- Spawn
- Compare
- Living dead alive
- Habitat micro habitat
- Suited
- Depend
- Food chain

Snapshot overview

Living or dead never alive?

Hook: scenario cards for children to debate.
Is a flame alive? Is a deciduous tree dead? Is a moving toy alive?
Children record their own ideas in groups. Give reasons as to why it is or is not alive.
Sort and classify picture into 2 columns – living, dead, never alive.



Exploring microhabitats

Hook: pictures of habitats – what things dead or alive would you find here?
Introduce microhabitats.
Explore microhabitats in the school area – what is a microhabitat, what ones can you find in school? Children record what they find using guide to common animals/insects/plants.



Plan/build microhabitats

Plan a class microhabitat. What will you need – think about the basic needs of minibeasts– food and shelter.

Build Microhabitat.



Exploring features of habitats and how they meet the needs of plants and animals

Google expedition, to introduce idea of different habitats. Children to explore and investigate how different habitats provide for the basic needs of different animals and plants.

Year 2 Science – Animals Habitats

Food chains

Recap carnivore/ omnivore/ herbivore. Children are given cards with plants and/or animals on. If you are a plant stand here, if you eat plants stand behind them, if you eat these animals stand behind them. This is a food chain.
Can you group yourselves into a food chain – discuss with your classmates different sources of food for different plants and animals. Present to the class and record examples of food chains in your books using images, labels and writing.



Lessons 6 and 7: Build a collage!

FINAL PRODUCT - How living things live in habitats to which they are suited –

Plan and build a collage *in groups* of different types of habitat and what plants and animals live in that habitat.

- Each group produces 3 collages: TWO habitats and a microhabitat.
- They can choose between the habitats we have been studying e.g. desert.
- Include and label living, dead and non-living things.
- Include and label different animals and plants.
- Include and label food chains in habitats/microhabitat.
- Include evidence of how animals/plants are suited to the environment (e.g scribing/written label, speech bubble on collage)



(Review what was in Microhabitat (not a lesson – an ongoing observation))

Year 2 Science – Animals Habitats

Year Group: 2

Term: (After materials and animals and living)

Topic: Animals and their habitats.

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can say whether something is living, dead or has never been alive.	Hook: Children are given different scenario cards for them to debate in groups or pairs to stimulate discussion on how you know if something is living, dead or has never been alive e.g. Is a flame alive? Is a deciduous tree dead? Is a moving toy alive? Children record their own ideas in groups. Give reasons as to why it is or is not alive. Link this with other knowledge about e.g. <i>materials</i> (difference between an object and what it is made of, a toy is made of wood, which was once alive). Also link to <i>humans and other animals</i> and their needs.) Sort and classify pictures into 3 columns – living, dead, never alive. (Keep sheets for working wall/lessons 6 and 7 where children will build a habitat collage, including a microhabitat).

Year 2 Science – Animals Habitats

Session 2	I can identify and name a variety of plants and animals in their microhabitats.	<p><u>Exploring microhabitats</u></p> <p>Hook: pictures of habitats – what things dead or alive would you find here? First discuss what a general habitat is. Look at broad habitats, e.g. desert, rainforest, ice/snow, ocean, woodland, seashore. Who lives in a habitat like this?</p> <p>Introduce microhabitats , what is a microhabitats</p> <p>Explore microhabitats in the school area using magnifying glass https://www.youtube.com/watch?v=Eul6x1lomns (related video)– what ones can you find in school? Children go outside and explore. Record what they find using guide to common animals/insects/plants. (Keep sheets for working wall/lessons 6 and 7 where children will build a habitat collage, including a microhabitat).</p> <p>(working scientifically link: observing closely, using simple equipment, identifying and classifying)</p>
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Year 2 Science – Animals Habitats

Session 3	<p>I can identify how a microhabitat in my local area can provide for the basic needs of different kinds of animals and plants.</p>	<p><u>Planning/building microhabitat</u></p> <p>Review findings from previous lesson – what living things were found in our school grounds. What are their needs for survival (food, air, water, shelter). Plan a class microhabitat in booklet. What will you need – think about the basic needs of minibeasts– food and shelter?</p> <p>Build Microhabitat thinking about materials, ways of organising the materials, site of microhabitat. <i>Note: Wildlife Trust recommends organic/natural materials including moss, logs, pinecones, hay, bark chips, grass.</i> https://www.google.co.uk/search?safe=strict&source=hp&ei=lx_9XPyHOZCakwXZ27qoAg&q=make+a+bughotel&oq=make+a+bughotel&gs_l=psy-ab.12..0i13l2j0i13i5i30l8.1350.10159..10749...4.0..1.271.2097.11j8j1.....0....1..gws-wiz.....0..0j0i131j0i10j0i13i10j0i22i10i30.N_FASwMv0WM#kpvalbx=1&spf=1560092456147</p> <p><i>Predict, what minibeasts do you think will live here? Why? Do you think you can add anything to attract more minibeasts – e.g. old fruit, water? Class to monitor and observe microhabitat regularly.</i> (Take photographs of building/microhabitat for working wall/evidence/ final product.)</p> <p>Working scientifically link - using their observations and ideas to suggest answers to questions</p>
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Year 2 Science – Animals Habitats

Session 4	<p>I can explore features of habitats and how they meet the needs of plants and animals.</p>	<p>Refer back to lesson 2. Global habitats. Discuss the survival needs for a range of different bigger animals, e.g. lion, polar bear, shark. Where could they live? Why do these habitats meet their needs.</p> <p>Using ICT resources (I pads or computers) use Google Expedition to introduce idea of different habitats. Use the ‘habitats’ guide to explore the 7 different habitats. Children to explore and investigate how different habitats provide for the basic needs of different animals and plants. Look through the different habitats , press on the little white buttons and find out who lives in each habitat.</p> <p>Record findings as a group/pair on sugar paper and keep as evidence/working wall.</p>
Session 5	<p>I can 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.</p>	<p>Recap carnivore/ omnivore/ herbivore knowledge from Y1 – which animals are which? How do you know?</p> <p>Children are given cards with plants and/or animals on. If you are a plant stand here, if you eat plants stand behind them, if you eat these animals stand behind them. This is a food chain.</p> <p>Can you group yourselves into a food chain? – discuss with your classmates different sources of food for different plants and animals. Present to the class.</p> <p>Record on sugar paper to refer to in later lessons.</p>

Year 2 Science – Animals Habitats

Session 6 & 7	<p>Lessons 6 and 7: Build a collage!</p> <p>FINAL PRODUCT (gathering together all strands) Plan and build a collage in groups of different types of habitat and what plants and animals live in that habitat.</p> <ul style="list-style-type: none">• Each group produces 3 collages: TWO habitats and a microhabitat.• They can choose between the habitats we have been studying e.g. desert.• Include and label living, dead and non-living things.• Include and label different animals and plants.• Include and label food chains in habitats/microhabitat.• Include evidence of how animals/plants are suited to the environment (e.g scribing/written label, speech bubble on collage) <p>Note: Final evidence <u>can</u> also include any photos from above, a photo of working wall evidence built as well as photo of the final product in books and any observation by children/other evidence gathered.</p>
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All children will:

- Identify a range of things that are alive, dead, have never been alive.
- Identify a range of different habitats including rainforest, ocean, woodland, seashore.
- Explore the needs of a range of different types of animals (lion, polar bear, shark, birds, minibeasts) and what they need in a habitat to survive – food, air, shelter, water. How are they suited to their habitat?
- Identify and name a variety of plants and animals in their habitats, including microhabitats in their local area.
- 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.