Living Things and Their Habitats - Year 2 - Unit 1

Scientific Enquiry

🔍 identifying & classifying

Identifying means knowing what something is and naming it. We will **identify** and name a variety of plants and animals in each habitat or microhabitat. **Classifying** means grouping things together if they have something in common. We will **classify** things that are living, dead and have never been alive.

researching 📖

We will find out about habitats outside our local area by **researching** using secondary sources such as non-fiction books.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Measuring (taking measurements)
Gathering and **recording** results
Presenting results
Interpreting results

Subject Specific Vocabulary

living things

All objects are either living, dead or have never been alive. **Living things** are plants (including seeds) and animals.

Dead things include dead animals and plants and parts of plants and animals that are no longer attached such as leaves, twigs, shells, fur, hair and feathers. Objects made of rock and metal have never been alive.

habitat

A **habitat** is a place where a plant or animal makes its home. Animals and plants live in a habitat to which they are suited.

A **habitat** provides the basic needs of the animals and plants – shelter, food and water. Examples of **habitats** are: **woodland, urban, desert, rainforest, ocean, polar, pond**.

microhabitat

Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.

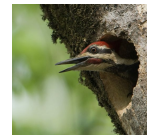A **rotting log** in a woodland habitat is a **microhabitat**.

A **rockpool** in a coastal habitat is a **microhabitat**.

shelter

A **shelter** is a place or structure giving protection against weather or danger.

The woodpecker is **sheltering** in the tree.

The vole is **sheltering** inside the log.

food chain

All plants and animals need food to live. Plants make their own food. Animals cannot make their own food. They eat plants and/or other animals.

Food chains show the animals and/or plants eaten by other animals.

This **food chain** shows grass is eaten by a rabbit and the rabbit is eaten by a fox.

Things you learnt in previous topics

In Year 1, you identified and named plants and trees in your local area and learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf. You also learnt about different animal types: fish, amphibians, reptiles, birds and mammals and described and compared their structures. You identified and named some common animals within each group. You learnt the words carnivore, herbivore and omnivore and could name animals in each group. You observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.

How this connects with future learning

Later this year, you will observe and describe how seeds and bulbs grow into mature plants. You will find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.
In Year 4, you will learn that living things can be grouped in different ways. You will use and create classification keys. You will recognise that environments can change and that this can sometimes pose dangers to living things. You will construct and interpret a variety of food chains, identifying producers, predators and prey.