

Year 2 MTP

Living things and their habitats

Year 2 Science, Autumn 2, Living things and their habitats

Key Vocabulary

MRS GREN	Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition.
Energy	Form of food needed to survive
Absorb	Soak up or take in
Consumed	To eat
Environment	The physical surroundings on Earth
Food source	The place food comes from.
Habitat	The natural place something lives in.
Microhabitat	A very small habitat, often home to very small living things.

Living



Dead

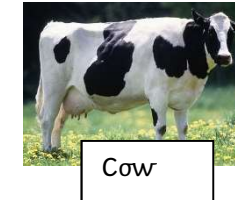
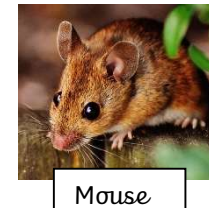


Never lived



Food Chains

The arrows mean 'passes energy to...'



Stem sentences

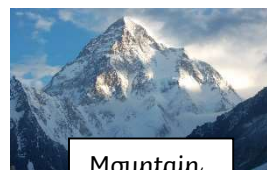
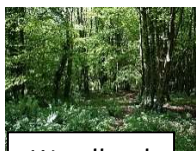
"I think **object** is/has **living, dead, never lived** because _____"

"I think a shoe has never lived because it can't grow, eat or drink anything."

"The **habitat/microhabitat** lets **animal** live there because it provides _____"

"The soil lets worms live there because it provides a place that is dark and damp."

Habitat



Microhabitats



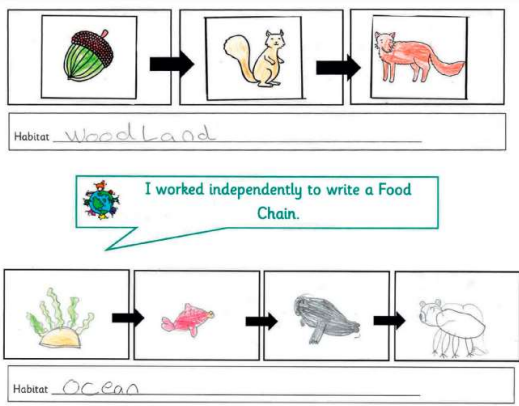
#	Lesson title	Objective / content	Knowledge	Previous curriculum links	Vocabulary
Sequence 1	Is my object living, dead or never lived?	Explore and compare the differences between things that are living, dead, and things that have never been alive	<ul style="list-style-type: none"> • Know that living things move, grow and consume nutrients to reproduce. • Know that scientists use MRSGREEN to determine if something is living or not. • Know that MRSGREEN stands for (movement, reproduction, sensitivity, nutrition, excretion, respiration and growth) • Know that dead things used to do these things but no longer do. • Know that things that have never lived have never done these things. <p>Explorify - https://explorify.uk/en/activities/zoom-in-zoom-out/brown-and-bumpy</p> <p>Line of enquiry -Find living objects, dead objects and objects that have never lived -Group our items using MRSGREEN</p>	Animals, including humans (Year 1)	Reproduction Nutrition/nutrients Excretion Respiration
Sequence 2/3	What is a food chain?	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	<ul style="list-style-type: none"> • Know that living things need energy to survive. • Know that light is a form of energy • Know that plants absorb energy from the sun (through sunlight). • Know that that energy is consumed by herbivores eat the plants that carnivores consume that energy by eating other animals. • Know that food chains are diagrams used to show how energy travels • Know that the arrows on a food chain show the direction that the energy travels. <p>Line of enquiry -Create a food chain that includes a producer and 2/3 suitable animals -Label a food chain -Include arrows to show the direction the energy travels</p>	Animals, including humans (Year 1)	Energy Absorb consumed

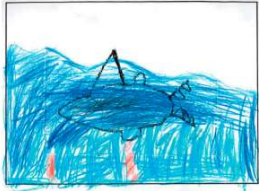
Sequence 4	What is a habitat?	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<ul style="list-style-type: none"> • Know that a habitat means ‘the natural place where something lives.’ • Know that woodland, rainforest, seaside, river, arctic and ocean are all examples of different habitats. • Know that animals live in their habitat because it provides them with correct foods and environment to thrive. <p>Explorify - https://explorify.uk/en/activities/whats-going-on/muddy-meal</p> <p>Line of enquiry -Why would an animal live in that habitat?</p>	Animals, including humans (Year 1)	Habitat Environment
Sequence 5	What is a micro habitat?	Identify and name a variety of plants and animals in their habitats, including microhabitats	<ul style="list-style-type: none"> • Know that micro habitats are a very small habitat within a larger environment. • Know that examples of micro habitats are fallen leaves, under logs, ponds, grass etc. • Know that woodlice live under logs as they need somewhere dark and damp so they do not dry out. • Know that frogs live in ponds as they need water in which to lay their eggs. <p>Explorify - https://explorify.uk/en/activities/odd-one-out/muddy-buds</p>	Animals, including humans (Year 1)	Environment Micro habitat

Sequence 6	Investigation	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>	<p>Investigation What is the most popular place for animals to live in our local area?</p> <p><u>Trip to Wardown park to investigate, observe and record their findings</u></p>	Animals, including humans (Year 1)	
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Scientific enquiry

Year 2 – Aut 2 – Living things and their habitats

<p>Sequence 1 – Is my object living, dead or never lived?</p>	<p>Line of enquiry -Find living objects, dead objects and objects that have never lived -Group our items using MRSRGREN</p> <p>Children to group items by identifying if they are alive, once alive or never lived. Children should also provide some justification for some objects e.g.</p> <p>Shoe– I think it has never lived because it can't grow, eat or drink anything.</p>	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.
<p>Sequence 2/3 - What is a food chain?</p>	<p>Line of enquiry -Create a food chain that includes a producer and 2/3 suitable animals -Include arrows to show the direction the energy travels</p> 	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.
<p>Sequence 5 - What is a habitat?</p>	<p>Line of enquiry -Why would an animal live in that habitat?</p> <p>Children should use secondary sources of information (non-fiction texts and the internet) to find out about an animal of their own choice. They should produce a short piece of text about their chosen animal and to give an example of why that animal is suited to its habitat.</p>	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions



Sharks live in the ocean.
They are suited to their
habitat because they have
fins to help them swim and balance
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Sequence 7 - Investigation

Investigation What is the most popular place for animals to live in our local area?

Children should take a trip to Wardown park to investigate, observe and record the most popular micro habitats.

Provide the children with a home-made minibeast identification poster. This is best done just a day or two before you want to do this with the children, as the children should still be able to find the same minibeasts that are in the photos that you have taken.

Mark out the different habitats that you want the children to survey.

Recording

The children could visit the habitats and make a tally chart showing the number of animals found in each place.

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Habitat	Spiders	Woodlice	Beetles	Ants	Worms
Leaf litter					
Under stones					
Rotten wood					

The children will need to explain how the habitat provides for the animals that live there.

Some of the animals could have a speech bubble in which the children can write "I am able to live here because I"