		<mark>Year 2 Science – Liv</mark>	ing Things and Their Habitats	
	Vocabulary			
MRSGREN	Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition.		All living things need ener sunlight. Herbivores get th energy by consuming anim	
Energy	Form of food needed to survive	業	We use food chains to sho	
Absorb	Soak up or take in	&		
Consumed	To eat	Living Control of the	The arrows in	
Environment	The physical surroundings on Earth		Habitats Habitats are a natural pla	
Food Source	The place food comes from.		Examples of habitats are:	
Habitat	The natural place something lives in.		woodland rainforest of Micro habitats These are small habitats w	
Microhabitat	A very small habitat, often home to very small living things.		Examples of micro habitat	

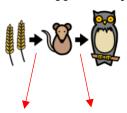
All living things move, grow, consume nutrients and reproduce. We can use MRSGREN to decide if something is living or not.

movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.

Knowledge

All living things need energy to survive. Plants get their energy by absorbing sunlight. Herbivores get their energy by consuming plants and carnivores get their energy by consuming animals.

We use **food chains** to show how energy travels from one living thing to another.



The arrows in a food chain show the direction that the energy has travelled.

Habitats

Habitats are a natural place where something lives. Animals and plants live in certain habitats because it provides them with the correct foods.













Micro habitats

These are small habitats within an environment where animals and plants live

Examples of micro habitats are:















rock pool

leaf-pile

ponds

under-stones

Quizzing		Quiz at home	
Ask your partner the questions below. Can they find the corre	ect answer on the right-hand side?	Ask your adult to look at the KO.	
What does MRSGREN stand for?	They lay their eggs in ponds	Quiz them using the vocabulary and	
Which of these is not a habitat? Woodland, desert, car park, ocean	The movement of energy	knowledge section or the quiz questions.	
Do the arrows in a food chain show what is eaten, the movement of energy or the order it has to be eaten?	car park	• Can they beat your score?	
Frogs are amphibians. This means they live on land and in water. Why is it important for frogs to live in/near ponds?	movement, reproduction, sensitivity, nutrition, excretion, respiration and growth	• Can they score more than 5? 10?	
How do plants get their energy?	Sunlight	-? -? -?	
Creative Tasks	Beat the teacher	Big Questions	
 Choose 3 living things and create a food chain for the farm, the woodland and the seaside. Choose a microhabitat and record which living things you can find there. 	Your teacher can give 10 facts in 3 minutes about this topic. How many can you give to your	What might happen to some animals if their habitat suddenly changed?	
3. Choose 10 items and sort these into living, once lived or never lived.	partner?	Why do some living things come out at night while others come out during the day?	
Word puzzle	Spot the mistakes		
Unscramble the words below and write them into the boxes. Then use the letters that are circled to spell out a word and solve the puzzle.	Find and circle the mistakes in the food chains below.		
BTATIAH ENGERY BBRSAO	sun → owl → worm seaw	veed → fish → shark → sun	
SNMUCODE			
EMOINTNNVRE AITICAHBTMOR			
L G	grass ← sheep ← human	grass → fox → rabbit	

				Scientific I	Εı	u
	Does the living thing belong in the habitat? Tick yes or no					
	living thing	habitat	yes	no		
	dog	ocean				
	fox	forest				
cactus polar						
	woodlice	desert				
	shark	ocean				

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Year 2 are talking about an apple.

I think the apple is dead. It has fallen from the tree.

I think the apple is alive. The seeds can be planted to grow a new plant.

Tick which one you agree with.

Talk to your partner or an adult about your answer.

Create your own tally chart

Look carefully at the picture below of a pond. Fill in the tally chart to collect data on the pond.



Name of living thing	Tally

Discussion