|  |
| --- |
|  **Creech St Michael Primary School** |
| **Science****Biology** | **Living Things and Habitats** | **Year**  **2**  |

|  |
| --- |
| **Background understanding (what I should already know)…** |
| * **Understanding the world ELG: The Natural World –** Explore the natural world around them, making observations and drawing pictures of animals and plants.
* The Natural World – Know some *similarities and differences* between the natural world around them and contrasting environments, drawing on their experiences in class.
* *Trips and visitor experiences: habitats, farms*
 |

|  |
| --- |
| **What I will know by the end of the unit…** |
| **Explore and compare the differences between things that are living, dead, and things that have never been alive.** |  **Identify and name a variety of plants and animals in their habitats, including microhabitats.** |
|  |  |
| **Identify that most living things live in habitats to which they are suited** |  **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** |
|  |  |

|  |
| --- |
| **Key vocabulary** |
| **Dead**  | **Things that were once living (they did have all the life processes but do not now).** |
| **Depend** | **If you depend on someone or something, you need them in order to be able to survive**  |
| **Environment** | **The area in which something exists or lives** |
| **Food chain**  | **A series of living things linked to each other because each thing feeds on the one next to it in the series (the arrow means ‘it is eaten by’).** |
| **Habitat**  | **The natural environment in which an animal or plant normally lives or grows** |
| **Life Processes**  | **All the things that living things do: breathe, sense, grow, move, reproduce (have babies), excrete (get rid of waste) and nutrition (take energy from food).** |
| **Living**  | **Have all the life processes** |
| **Micro-habitat** | **A small part of the environment that supports a habitat, such as a fallen log in a forest** |
| **Non-living**  | **Things that have never lived (never had a life process): plastic, metal or rock.** |
| **Survive** | **The means to stay alive** |
| **Vegetation**  | **Plants, trees and flowers** |

|  |
| --- |
| **Possible Scientific Enquiry Questions…** |
| **Observing over time**  | * **How does the school pond change over throughout the year?**
* **How does a tadpole change over time?**
* **What happens to a bean after I have planted it?**
 |
| **Pattern seeking** | * **What conditions do woodlice prefer to live in?**
* **Which habitat do worms prefer - where can we find the most worms?**
 |
| **Identifying, classifying and grouping** | * **How would you group these plants and animals based on the habitat where you would find them?**
* **How would you group things to show: living, dead, or have never been alive?**
 |
| **Comparison test** | * **Which trees have bigger leaves?**
* **Do amphibians have more in common with reptiles or fish?**
 |

|  |
| --- |
| **Who: (famous people)** |
| **Rachel Carson****1907-1964**  | **Rachel Carson was an American scientist who studied the ocean and the environment.** **In her book, 'The Sea Around Us', Rachel Carson described the habitats of the ocean.**  |
| **David Attenborough Born in 1926** | **David Attenborough is a natural history TV presenter and is famous for introducing millions of people to the world’s animal and plants.** **He has a degree in Natural Sciences from Cambridge University.** |

**Scientific skills and enquiry (Year 1 and 2)**

* 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