

	Assessment guidance	Key learning	Key vocabulary
Living things and their habitats	Shows understanding of a concept using scientific vocabulary correctly	<p>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 e.g. leaves and twigs, shells, fur, hair and feathers (this is a simplification but appropriate for year 2 children). An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</p> <p>Animals and plants live in a habitat to which they are suited which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect what plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>	<p>Living Dead never been alive suited suitable basic needs food food chain shelter move feed names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>
	Applying knowledge in familiar related contexts, including a range of enquiries	<p>Explore the outside environment regularly to find objects that are living, dead and have never lived</p> <p>Classify objects found in the local environment</p> <p>Observe animals and plants carefully, drawing and labelling diagrams</p> <p>Create simple food chains for a familiar local habitat from first hand observation and research</p> <p>Create simple food chains from information given e.g. in picture books (Gruffalo etc.)</p>	

Teaching and Learning sequence – Living Things and Their Habitats – Autumn 2019

Session	Key learning	Activity
1	Exploring/looking for food chains	Role play the interdependence of a food chain and consider what part each one plays in its survival. Look for examples of food chains in the school grounds (living things eating leaves, for example). Role play food chains in the hall. Understand that, in a healthy habitat, all living things depend on each other in different ways.
2	Creating Food Chains	Puzzle piece picture cards – making own ‘human’ around the class.
3	Microhabitats	Explore the school grounds on the hunt for microhabitats.
4	Dead or Alive	Sorting activities images into dead or alive
5	Larger habitats	Create dioramas of different habitats and label with research information.
6	Knowledge of habitats	Design a bug hotel. Incorporate many different microhabitats to encourage a variety of guests.