# Science | Year 1/2 – Living things and their habitats| 2019-20

1. explore and compare the differences between things that are living, dead, and things that have never been alive
2. 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
3. identify and name a variety of plants and animals in their habitats, including micro-habitats
4. 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

| | Assessment guidance | Key learning | Key vocabulary |
|---|---|---|---|
| **Living things and their habitats** | Shows understanding of a concept using scientific vocabulary correctly | 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). <br> 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. | Living <br> Dead <br> never been alive <br> suited <br> suitable <br> basic needs <br> food <br> food chain <br> shelter <br> move <br> feed <br> names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc. |
| | Applying knowledge in familiar related contexts, including a range of enquiries | Explore the outside environment regularly to find objects that are living, dead and have never lived <br> Classify objects found in the local environment <br> Observe animals and plants carefully, drawing and labelling diagrams <br> Create simple food chains for a familiar local habitat from first hand observation and research <br> Create simple food chains from information given e.g. in picture books (Gruffalo etc.) | |

# Science | Year 1/2 | 2019-20 | Living Things and their Habitats

| | Lesson Progression |
|---|---|
| 1 | Identify and name a variety of plants and animals in our local area. |
| 2 | Explore the school grounds for evidence of simple food chains. |
| 3 | Describe how animals obtain their food from plants and other animals, identify and name different sources of food by making a variety of food chains. |
| 4 | Exploring different types of animals, sorting and grouping into carnivores, herbivores and omnivores. |
| 5 | Explore and compare the differences between things that are living, dead, and things that have never been alive, by thinking about the seven life processes. |
| 6 | Use observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive. |
| | |
| Investigation unit (later in the year – summer term) | • Identify microhabitats and minibeasts in microhabitats.<br>• Gather and record data to help in answering questions by investigating the preferred habitat of minibeasts. |