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| **William Barnes Primary School – Science** | | | | | | |
| **Topic: Living things and their habitats** | **Strand: Biology** | | | | | **Year 2** |
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| **What should I already know?** | |  | Scientific Learning - Additional Learning activities or experience |  | **Vocabulary** | |
| * The names of some common plants and types of trees. * Some animals are suitable to be kept as pets but others are not. * All animals need water, air, sleep, shelter and food to survive. * All animals can be grouped into vertebrates and invertebrates. * Animals can be grouped into carnivores, herbivores and omnivores. * Animals including humans have offspring which grow into adults. * How to group animals according to their individual characteristics including appearance, sounds made, texture of skin / fur etc. | | * Explore plants in our local habitat that we can forage for eating and compare to foraged food found in the Outback, Australia * Investigate our school environment for things that are living, dead or have never been alive. * Go on a minibeast hunt, recording the minibeasts found and the microhabitatss they were found in using a chart. Consider why/how they can survive in their differing habitats. * Compare two different microhabitats (either- soil / log / flowers). What do you notice about the minibeasts that live in each one? Why do you think that is? Discuss how the minibeasts help keep their microhabitats healthy. * Research world habitat (Arctic, Ocean, Rainforest, Desert) and compare climate and the animals and plants that live there and how they are adapted to live in these environment.. Create a ‘box habitat’ * Create simple food chains that begin with a plant. Discuss what would happen if one of those living things in a food chain did not exist. | carnivore an animal that eats meat.  depend If you depend on someone or something, you need them in order to be able to survive physically.  food chain a series of living things which are linked to each other because each thing feeds on the one next to it in the series.  habitat the natural environment in which an animal or plant normally lives or grows.  herbivore an animal that only eats plants.  microhabitat a small part of the environment that supports a habitat, such as a fallen log in a forest.  World habitat a large scale habitat such as the Rainforest, Artic, Desert and Ocean.  mini-beast a small invertebrate animal such as an insect or spider.  omnivore a person or animal which eats all kinds of food, including both meat and plants.  plant a living thing that grows in the earth and has a stem, leaves and roots.  source where something comes from.  survive continue to live or exist. | |
| **What will I know by the end of the unit?** | |
| * Can I compare things that are living, dead and have never been alive? * Can I recall some of the life processes of all living things? * Can I investigate a British habitat? * Can I investigate microhabitats? * Can I identify and research a world habitat? * Can I understand and give examples of dependency? * Can I create simple food chains?   Global earthworm map: Largest dataset on soil biodiversity to date | |