

Living in Habitats : Science : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to identify things that are living, things that are dead and things that have never been alive.	Children will begin to identify some life processes which indicate that animals and plants are alive. They will then identify and sort objects and organisms into group: living and non-living things.	<ul style="list-style-type: none"> • Can children identify living things? • Can children identify living things that have died? • Can children identify things that have never been alive? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B • Picture Cards A/B • Trays/bags for collecting objects (FSD? activity only)
Lesson 2	To understand that living things need to live in suitable habitats.	Children will learn about what a habitat is, and what animals and plants need to survive in them. They will then identify and group animals by their habitats.	<ul style="list-style-type: none"> • Do children know what a habitat is? • Do children know that animals and plants need to live in habitats they are suited to? • Can children match animals and plants to suitable habitats? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • Habitat Cards (FSD? activity only) • Animal Cards (FSD? activity only)
Lesson 3	To explore the plants and animals that live in seaside habitats.	Children will identify features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats.	<ul style="list-style-type: none"> • Can children identify some animals in a seaside habitat? • Can children identify some plants in a seaside habitat? • Do children recognise how animals and plants in a seaside habitat are linked together? 	<ul style="list-style-type: none"> • Slides • Worksheet 3A/3B/3C • Domino Cards • Picture Cards (FSD? activity only)
Lesson 4	To be able to explore plants and animals in an unfamiliar habitat.	Children will identify characteristics of animals which give clues about the habitats they live in. They will then discuss what a variety of habitats are like, then either describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.	<ul style="list-style-type: none"> • Can children name some different types of habitats? • Can children describe different types of habitats • Can children compare habitats and the animals and plants that live in them? 	<ul style="list-style-type: none"> • Slides • Worksheet 4A/4B/4C • Picture Cards • Animal Cards (FSD? activity only) • Habitat Cards (FSD? activity only)
Lesson 5	To be able to explore and describe a micro-habitat.	Children will learn about micro-habitats and the organisms that live in them. They may then either explore micro-habitats outside, or describe and categorise given sets of mini-beasts according to some of their characteristics.	<ul style="list-style-type: none"> • Do children know what a micro-habitat is? • Can children name some micro-habitats? • Can children identify and describe some of the animals that live in micro-habitats? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Picture Cards (FSD? activity only)
Lesson 6	To explore food chains in a habitat.	Children will begin to understand how organisms in a habitat are dependent upon one another, and that these dependencies can be shown as food chains. They may then either complete given food chains, or try to make food chains from a given set of organisms.	<ul style="list-style-type: none"> • Do children know that animals and plants in a habitat are dependent on each other for food? • Can children construct a simple food chain? • Can children construct food chains that include humans? 	<ul style="list-style-type: none"> • Slides • Worksheet 6A/6B/6C/6D • Label Cards (FSD? activity only) • End of Unit Quiz