

## Learning Organiser for Year 2 - Living Things and their Habitats

National Curriculum Summary Key Subject Concept		Key Questions
<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>How can you tell if something is alive or has been alive?</li> <li>How are living things suited to their habitats?</li> <li>How does a habitat provide basic needs?</li> <li>What is a food chain?</li> <li>What are the key parts of a food chain?</li> </ul>
Key Vocabulary	Definition	Key Facts
Habitat	The natural home or environment of an animal, plant or organism.	<ul style="list-style-type: none"> <li>Things can be split into three groups; alive, dead, never lived.</li> <li>Living things move, reproduce, grow and need nutrition.</li> <li>Examples of key habitats: cold, hot, dry, wet.</li> <li>Food chains show how energy from the food is passed along.</li> <li>Only green plants make their own food so every food chain starts with a green plant.</li> <li>If one element of the food chain changes, it can impact on the rest of the chain.</li> </ul>
Respire	Breathe	
Reproduce	Produce offspring	
Micro-habitat	A habitat which is small or limited	
Adaptation	The action or process of adapting to suit needs	
Predator	An animal that naturally preys on others	
Consumer	Something which eats something	
Prey	An animal which is hunted and killed by another for food.	
Working Scientifically Skills		Diagrams/Charts/Pictures
Gather and record data to help in answering questions		<p>Food chains</p> <p>The arrow on a food chain means 'is food for'</p>
Observing closely, using simple equipment		
Identifying and classifying		
Using observations and ideas to suggest answers to simple questions		

### **Possible Experiences**

- Local environment bug hunts
- Wild place visit to see animals in habitats
- Conduct experiments to see if something is alive or not alive
- Investigate habitats and micro-habitats in school grounds
- Construct food chains
- Investigate which type of bird visits our playground the most
- Investigate whether woodlice prefer light or dark, damp or dry conditions