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

| National Curriculum Summary<br>Key Subject Concept | Key Questions |
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| • Explore and compare the differences between things that are living, dead, and things that have never been alive<br>• 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<br>• Identify and name a variety of plants and animals in their habitats, including micro-habitats<br>• 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. | • How can you tell if something is alive or has been alive?<br>• How are living things suited to their habitats?<br>• How does a habitat provide basic needs?<br>• What is a food chain?<br>• What are the key parts of a food chain? |

| Key Vocabulary | Definition |
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| Habitat | The natural home or environment of an animal, plant or organism. |
| 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. |

**Key Facts**

- Things can be split into three groups; alive, dead, never lived.
- Living things move, reproduce, grow and need nutrition.
- Examples of key habitats: cold, hot, dry, wet.
- Food chains show how energy from the food is passed along.
- Only green plants make their own food so every food chain starts with a green plant.
- If one element of the food chain changes, it can impact on the rest of the chain.

| Working Scientifically Skills |
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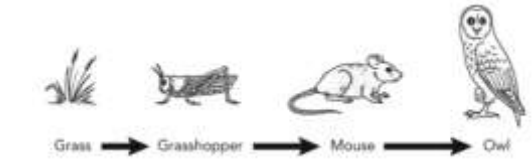
| Gather and record data to help in answering questions |
| Observing closely, using simple equipment |
| Identifying and classifying |
| Using observations and ideas to suggest answers to simple questions |

**Diagrams/Charts/Pictures**

Food chains



The arrow on a food chain means 'is food for'

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