



Unit Planner Year: 2 Title: Living things and their habitats

<b>Unit Overview</b>	Children know that all living things have certain characteristics, and that these are essential to keeping them alive. The children should learn about different habitats and how living things are suited to them. They should study a variety of plants and animals and learn about how animals and plants rely on each other to survive.	
<b>Prior Learning/ Links</b>	Year 1 – living things, animal groups and names of different types of animals. Describing the structure of animals.	
<b>Unit Title: Living things and their habitats</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<p><b>Key Questions:</b></p> <p><b>Why is a monkey so suited to living in the jungle?</b></p> <p><b>What things are in a spider’s habitat that help it to survive?</b></p> <p><b>What would happen if a farmer destroyed all the plants in a field on his farm?</b></p> <p><b>What would happen if it did not rain for many weeks?</b></p>	<ul style="list-style-type: none"> <li>• Know that things can be split into 3 groups: Living, once was alive, never been alive.</li> <li>• Living things have characteristics: They move, feed, grow and reproduce.</li> <li>• To know that different animals live in different places and these are called habitats. In a habitat the animal or plant has everything it needs to survive.</li> <li>• Know that there are different types of habitats for different animals: desert, sea, rainforest, woods, arctic.</li> <li>• Know that smaller living things live in micro – habitats.</li> <li>• Children can explain that certain habitats suit certain animals: A giraffe lives on the Savannah with tall trees, a shark lives under water, a polar bear lives in a cold habitat.</li> <li>• Know that animals get their food from plants and other animals.</li> <li>• Children know a simple food chain: Sun, plant, animal.</li> <li>• If a food chain is broken for any reason, the rest of the chain cannot survive.</li> <li>• Children can give an example of a disaster that may happen which destroys a food chain.</li> <li>• Children can indicate ways in which we can help the environment and why this is good for the planet.</li> </ul>	<p><b><u>Questioning and Planning</u></b> Talk about why things are alive and ask questions about different animals, plants and inanimate objects.</p> <p><b><u>Observation and Measurement</u></b> Observe different habitats around the school grounds and through secondary sources</p> <p><b><u>Recording and Presenting</u></b> Grouping things according to categories. Research an animal or plant and present findings.</p> <p><b><u>Analysing and Evaluating</u></b> Identify why habitats are suited to certain living things.</p>



Unit Planner Year: 2

Title: Living things and their habitats

Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p><b>Substantive:</b> Habitat Living alive Characteristic Animal Plant Micro habitat Food chain</p> <p><b>Disciplinary:</b>  Group Sort Observe Explain</p>	<p><a href="#">Habitats – Year 1-2 / P2-3 Science Collection - Home Learning with BBC Bitesize - BBC Bitesize</a></p> <p><a href="#">Year 2: Living things and their habitats   STEM</a></p> <p><a href="#">Living things and their habitats - KS1 Science - BBC Bitesize</a></p>	<p>That plants aren't living things because you cannot see them move.</p> <p>That inanimate objects or fire is alive because they move.</p>