Living things and their habitats

Statutory requirements

Pupils should be taught to:

♣ explore and compare the differences between things that are living, dead, and things that have never been alive

♣ 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

♣ identify and name a variety of plants and animals in their habitats, including microhabitats

♣ 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.

Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Year Group = 2

Opportunities to promote curiosity:

Different habitats

Alive, dead, never alive

AFL Questions:

- Build playdoh animal and a have a picture of a real one. What's the same/different between them? They both have legs etc. How do we know one is alive and one isn't?
- Picture of wood and a tree. What's the difference? Why do they belong in the same category?
- 3 sections. Dead, alive, never alive. Sort the pictures into the correct sections.
- Simple food chain – what would happen if all the greenflies die out or move out of their habitat?
- Would a tropical fish be able to survive in the UK? Why not? Expand to other examples to explore specific habitats.

Plants

Statutory requirements

Pupils should be taught to:

♣ observe and describe how seeds and bulbs grow into mature plants

♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Year Group = 2

Opportunities to promote curiosity:

Grow a plant in different environments

Difference between seeds and bulbs

Analysing a seed and bulbs food store

AFL Questions:

- What do seeds and bulbs need to germinate? What do they need once they have germinated? What would happen if one of these requirements was not met?
- Which plant will thrive the best? (show different conditions) Grow the plants in these conditions. Different ways of showing the results.
- Do all plants need the same conditions to grow well? How could we test this?
- Why do plants need to mature? How does this help with the survival of the species?

Animals, including humans

Statutory requirements Pupils should be taught to:

♣ notice that animals, including humans, have offspring which grow into adults

♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year Group = 2

Opportunities to promote curiosity:

Things we need to survive (water, food and air).

Healthy food plate and unhealthy food plate.

AFL Questions:

- What do all living things need to survive? What's the difference between humans and animals?
- What would happen if we run on the spot for 5 minutes? Why is exercise and a healthy diet important?
- Why is it important for living things to reproduce?
- What types of foods would you expect to see on the plate if you were eating a healthy meal?
- What is the same/different between a human and animal baby?

Uses of everyday materials

Statutory requirements

Pupils should be taught to:

♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Notes and guidance (non-statutory)

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Year Group = 2

Opportunities to promote curiosity:

Feel different materials – what are its properties?

Shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

AFL Questions:

- Which material would be best for making/building? Give different examples e.g. house, raincoat.
- What tests could you carry out if you were unsure about what type of material you had in front of you?
- Why are some materials able to be bent and some not? Can you give any examples?
- Would rubber be a suitable material to use to build a house? Why/why not? Give other examples.
- Why is it useful to be able to classify different objects according to their properties?