Year 2/3 Science: Living Things & their habitat.

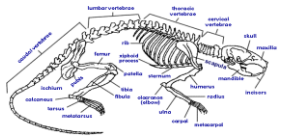
Morda CE Primary School

Key Learning

Year 2:
All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.) An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels). Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.

Year 3:
Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients. Humans, and some other

Living things & their habitat.



Key Scientific Vocabulary

living	Alive
dead	No longer alive
basic needs	Resources needed for physical well-being
food chain	A series of organisms inter related in their feeding habits
shelter	Protection
move	Pass from one place or position to another
feed	To nourish/ give food to
water	Liquid
air	Oxygen
survival	Staying alive
habitats	The natural environment for an organism
conditions	Existing state
nutrients	Nourishment
carbohydrates sugars	Food groups
protein vitamins	"
minerals	"
fibre	"
fat	"
skeleton bones	The framework of the body
muscles	Muscle tissue produces movement
joints	Where bones join
support	Hold up
protect	Guard from injury
skull	Bony framework of the head
	Bones protecting the lungs and heart

animals, have skeletons and muscles which help them move and provide protection and support

Investigation Questions

Explore the outside environment regularly to find objects that are living, dead and have never lived.
• Classify objects found in the local environment. • Observe animals and plants carefully, drawing and labelling diagrams.
• Create simple food chains for a familiar local habitat from first-hand observation and
• Use secondary sources to research the parts and functions of the skeleton.
• Compare, contrast and classify skeletons of different animals.

Common Misconceptions

an animal's habitat is like its 'home'
• plants and seeds are not alive as they cannot be seen to move
• fire is living • arrows in a food chain mean 'eats'.
• certain whole food groups like fats are 'bad' for you
• certain specific foods, like cheese are also 'bad' for you
• diet and fruit drinks are 'good' for you • snakes are similar to worms, so they must also be invertebrates
• invertebrates have no form of skeleton.

ribs spine	backbone