# Year 2 – Living things and their habitats – How do we know something is alive? Lesson 3

| Lesson | 3 of 6 |
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## Learning objective

I can explain how animals are suited to the habitats they live in.

## National Curriculum links

**NC Y2**

**Children will:**

- 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

**Working scientifically:**

- using their observations and ideas to suggest answers to questions

| Key lesson question | How are animals suited to different habitats around the world? |
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## Resources

- lesson presentation (PPT)
- activity worksheets
- practical activity ideas
- science focus assessment sheet

## Teaching input

- **Scientific enquiry types and skills** – Review the 'scientific enquiry' and 'working scientifically' skills that the children will use in this lesson. They are highlighted on this slide.
- **How do we know something is alive?** – This slide shows the questions that the children will look at throughout this unit. The question for this lesson is highlighted.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? You could give the children examples of the words in context.
- **Identifying and classifying** – Read what Emma has to say about being a large-animal vet and identifying how animals are suited to the habitat they live in.
- **Let's recap** – Revisit the learning from last lesson where we learnt about the conditions we might find in different habitats and how plants are suited to some habitats because of their features. The children are to discuss the question on the slide with their learning partner. Take feedback from the class before revealing the answers on the following slide.
- **Basic needs** – Read the information on the slide which covers the basic needs of plants.
- **Let's discuss** – Ask the children what the basic needs for animals are. The children are to discuss the question with their learning partner. Take feedback from the class before the answers are revealed on the following slide.
- **Arctic/polar habitat** – Read the information about the polar habitat and how the polar bear gets all its basic needs in this environment. Ask: Are there other animals that are suited to the polar habitat? (We do not use the term adaptation until year 6).
- **Desert habitat** – Read the information and discuss how the camel is suited to living in the desert.
- **Ocean habitat** – Read the information about the clownfish and the ocean habitat. Discuss that other animals such as whales can also live in this habitat, and that their body shape helps them to swim.
- **Let's discuss** – The children are asked to think about the basic needs of a polar bear and if it is suited to living in a desert. They should discuss their ideas with their learning partner, thinking about the polar bear's basic needs. Take feedback from the class before revealing the answers on the following slide.
- **Which animal fits this habitat?** – Ask the children to discuss and explain which animals are suited to living in the savannah/grassland habitat. Sentence starters are provided. Take feedback from the class before the answers are revealed on the following slide.
- **Activity** – Children choose one of the activity worksheets and decide which animal is suited to living in the habitat shown. They create an 'animal passport' explaining how it is suited to that habitat.
- **Challenge** – The children are to think of an animal they have learnt about and discuss the question with their learning partners, in groups or as a class. Sentence starters are provided. Take feedback from the class before revealing one possible answer on the following slide.

## Main activity

Children choose one of the activity worksheets. The picture shows a habitat. They should name the habitat and describe the conditions there. They should select one of the animals which is suited to living in the habitat shown and create an 'animal passport' explaining what the basic needs of the animal are and how it is suited to that habitat.

## Challenge

Children discuss the question with their learning partner and share their feedback with the class using the sentence starters to help them.

Zoos make special homes for animals. Choose an animal that you've learnt about. Think about its basic needs. Would a zoo be able to give your animal everything that it needs to survive?

## Cumulative quiz questions

7. Match the animal to its habitat.
8. Describe one feature of the animal and how this helps it to survive in its habitat.
9. Why wouldn't a tree frog be able to survive in a desert?

## Self-assessment

- I can name different habitats and some animals that live in them.
- I can describe how an animal is suited to its habitat.
- I can explain why an animal would not be suited to a habitat.

## Key vocabulary

**environment** – the world around us
***feature*** – a distinctive part of something
**suitable** – having the right features that work well in a place or situation

**conditions** – the things around something that change how it behaves
**habitat** – a place where plants and animals live
**survive** – to stay alive, even through difficult times