


# Y2 - Living Things & their Habitats

# Lesson 2

Lesson	2 of 6	Key Unit Question:	How do we know if something is alive?	Key Lesson Question:	What is a microhabitat?
Learning Objective		NC Links		Resources	
I can identify and name a variety of plants and animals in their habitats, including microhabitats.		<ul style="list-style-type: none"><li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>• identify and classify</li><li>• observe closely, using simple equipment</li></ul>		<ul style="list-style-type: none"><li>• Differentiated activity, challenge and next step activities</li><li>• Paper, pencils</li><li>• Clipboards</li><li>• Magnifying glasses</li><li>• Pooters (optional)</li></ul>	
Teaching Input					
<p><b>*Please note* This lesson includes a walk around the school grounds to find microhabitats so make take longer than one lesson*</b></p> <ul style="list-style-type: none"><li>• Last lesson recap. Look at the pictures. Which of them is not a living thing? Recap the seven life processes that all living things do. All living things have seven life processes. Habitats provide things that they need for the life processes such as food, water and air.</li><li>• Humans are special because they can change their habitat if it needs improving. Living things such as plants and animals can't do that. All living things have a habitat. What habitats can we think of? Discuss with partners before discussing as a class. Record ideas to display on the science display.</li><li>• There are lots of habitats around us! Even within our school grounds there are lots of microhabitats (small habitats within a large habitat) e.g. flower beds, under logs/rocks, bushes, in the grass, pond etc. What microhabitats do you think we have on our school grounds?</li><li>• Today, we are going to go on a walk around the school grounds to find microhabitats and see if we can see any living things livings there. Use simple equipment such as magnifying glasses and pooters to observe the living things. You may need to set some class rules about what to do if we find living things in their habitats. We need to be respectful, not move the living things and not hurt anything. We need to leave the habitat as we found it.</li><li>• Independent activity. This can be completed on the walk or on return to the classroom.</li><li>• Plenary. Class discussion based on the following questions: what did you enjoy most about this lesson? What was your favourite microhabitat? Tell me two living things that live in your favourite microhabitat.</li></ul>					
Differentiated Activities					
★ (working below)			★★★ (working at)		
Draw a map of the school grounds. Label any microhabitats that you found. Choose your favourite microhabitat and draw a detailed sketch. Add in any plants and animals that live there. Label the plants and animals you have drawn. This could be done with a partner or with adult support.			Draw a map of the school grounds. Label any microhabitats that you found. Choose your favourite microhabitat and draw a detailed sketch. Add in any plants and animals that live there. Label the plants and animals you have drawn. Add in any describing words		
Challenge activity			Next Step activity		
Match the minibeasts to their microhabitat.			Can you make up your own minibeast that lives under a rock? Draw a picture of it below and explain why it lives in this habitat. Why does it live under a rock?		
Assessment questions		Self assessment		Key vocabulary	
What is a microhabitat? Can you give an example of a microhabitat? What living things live in this microhabitat?		I can identify microhabitats and living things that may live there.		<ul style="list-style-type: none"><li>• living</li><li>• alive</li><li>• habitat</li><li>• live</li><li>• microhabitat</li></ul>	
<div> <a href="http://www.grammarsaurus.co.uk">www.grammarsaurus.co.uk</a></div>					