

Year 2 Science – Living Things and their Habitats

Learning from Home Activity Booklet

Year 2 Programme of Study – Living Things and Their Habitats

Statutory Requirements	Activity Sheet	Page Number	Notes
Explore and compare the differences between things that are living, dead, and things that have never been alive.	Is It Alive?	2	
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.	Animal Fact Files	3	
	Match the Habitat	4-5	
Identify and name a variety of plants and animals in their habitats, including microhabitats.	Habitat Hunt	6	
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.	Who Eats Who?	7-8	
	More Ideas	9	
	Key Vocabulary	10	

Note for parents: The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things, and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice, and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests, and finding things out using books and the Internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand, practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

Is It Alive?

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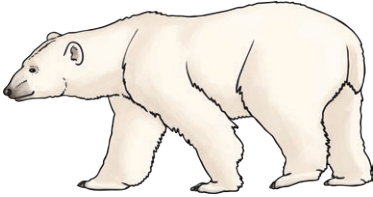
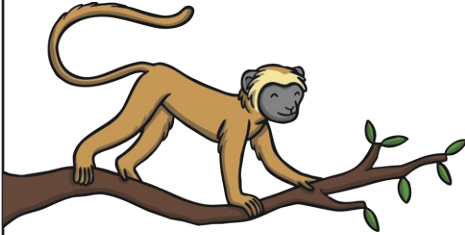
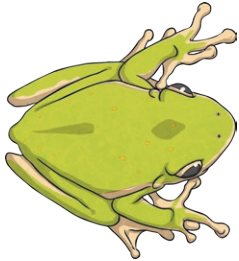
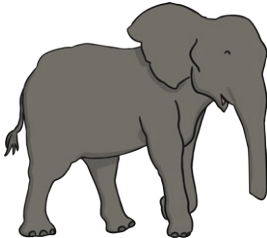
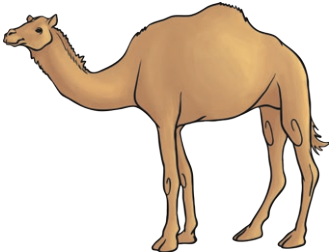

Go for a walk in your local woods or countryside. If you live in a town, try walking by a local river or canal or go to the park. Find examples of living things and write them down. Find some things that you think are not living as well. Fill in this chart:

	Does it eat?	Does it grow?	Does it move?	Does it reproduce?	Is it a living thing?
squirrel	yes	yes	yes	yes	yes
swing	no	no	yes	no	no

Animal Fact Files

Note for parents: Adaptation is the way in which animals evolve over time so that they are physically and behaviourally suited to the habitat in which they live. For example, giraffes have blue tongues so that they don't get sunburned whilst they are using them to pull leaves from trees. There is lots of really useful information online which supports children to research information about animals.

Imagine you are a zookeeper. The visitors to the zoo ask you lots of questions about the animals in the zoo. Do some research and find out the answers.

Polar bear 	Monkey 	Tree frog 
Why do polar bears have thick fur?	Why do monkeys have a long tail?	Why are tree frogs brightly-coloured?
Elephant 	Camel 	Flamingo 
Why do elephants have such big ears?	Why do camels have humps?	Why do flamingos have long legs?




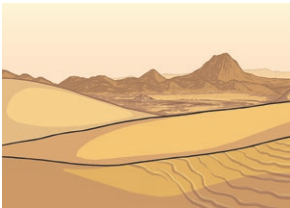





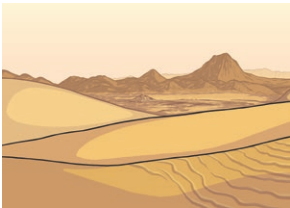


Challenge: Visit your local zoo or safari park. Choose three different animals and think about how they are adapted to their surroundings. Look in the animals' enclosures and find things which are similar to the environment they originally come from.

Habitat Matching Game

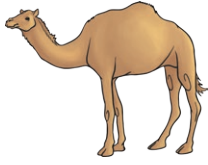
Note for parents: This game for two players encourages children to think and talk about animal adaptation. Once you have played the game a few times, your child can make new cards, thinking about choosing animals (through research) which are clearly adapted to their habitat.

Instructions: Cut out the cards. Each player takes one of each of the habitat cards and places them face up. Place the animal cards in a pile face down. Take it in turns to choose an animal card. Place it by its habitat card and explain one way in which it is adapted to its habitat. The winner is the person with the most cards at the end.

Habitat Card

 ocean	 Arctic	 rainforest
 desert	 field and hedgerow	 pond
 ocean	 Arctic	 rainforest
 desert	 field and hedgerow	 pond

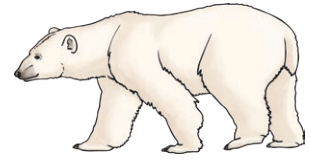
Animal Cards



camel



toad



polar bear



field mouse



rattlesnake



hedgehog



newt



butterfly



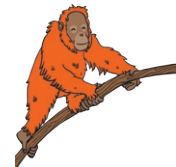
coral



lemur



armadillo



orangutan



fruit bat



Arctic fox



tiger



seal



rabbit



pond skater



Siberian husky



shark



tree frog



mole



jellyfish



sloth

Habitat Hunt

Note for parents: The best way for children to find out about habitats is by looking for animals in habitats local to them. Remind your child to be respectful of the natural world, to handle animals gently and always return them to where they found them. You may need some simple equipment such as margarine or ice cream tubs, plastic tweezers, a magnifying glass and a shrimping net.

Go for a walk in your local wood, or by a canal, river or lake. See what animals you can find. Here are some ideas to help you find the animals that live there.

- Take a white sheet and place it under a small tree or bush. Gently shake the branches of the tree or bush, and some insects and other creatures may drop out.
- Look under a log. Even this small space is a habitat – sometimes called a ‘micro-habitat’, and you’d be surprised what you can find!
- You can create your own micro-habitat in the garden by putting down an old mat or carpet tile on top of the soil. Leave it for a week or so, then have a look underneath. Think about why these creatures want to live in this habitat.
- Go pond-dipping. Place your net in the water and gently swirl it back and forth. Then put what you have caught into an old ice cream tub full of pond water.

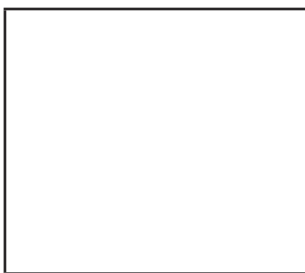
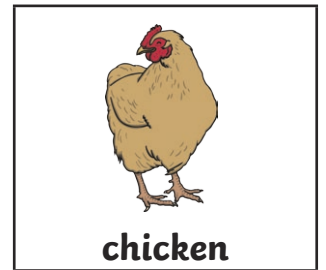
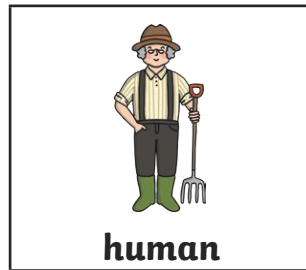
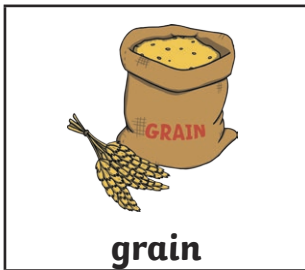
When you’ve done these things, look closely at the creatures you’ve found – can you identify what they are? If not, take a photo and look them up when you get home. Think about why the creatures live where they do, and how they may be adapted to their habitat.

Challenge: Some creatures don’t want to be seen, and are very good at hiding. Look for other evidence of these animals. Can you find holes or burrows, fur, scratch marks, or even droppings?

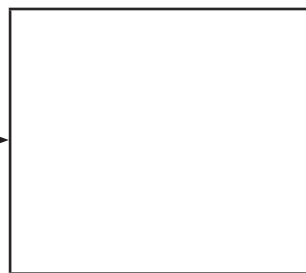
Who Eats Who?

Note for parents: In year 2, children begin to learn about simple food chains, although they don't need to know technical terms at this stage. Ultimately, they will learn about 'producers' (green plants, which get their energy from the sun), 'consumers' (animals which eat other animals and/or plants) and 'decomposers' (animals which eat dead and decaying materials), as well as the terms 'carnivore', 'omnivore', 'herbivore', 'predator' and 'prey'. Encourage your child to think about what may come at each end of these chains, if anything. Please note, the direction of the arrows goes from eaten to eater e.g. grass → rabbit → fox.

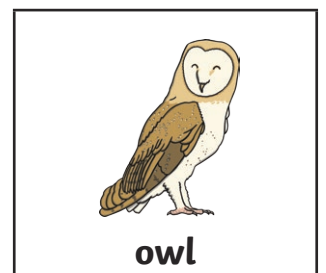
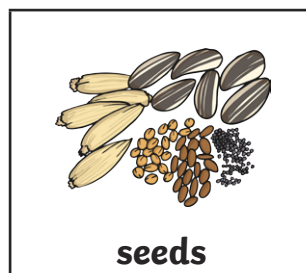
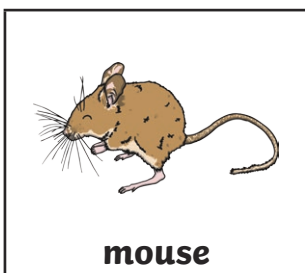
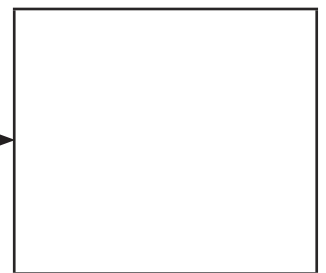
Draw these living things in the right order on the food chain.



is eaten by



is eaten by



is eaten by

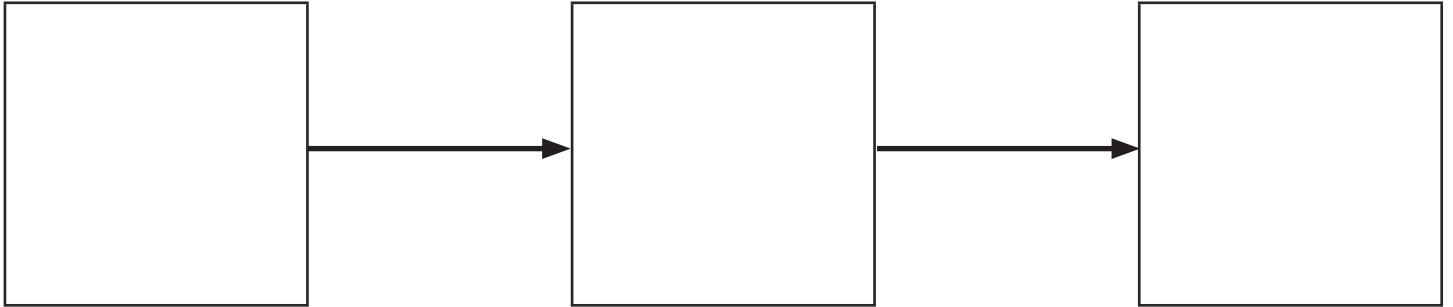


is eaten by

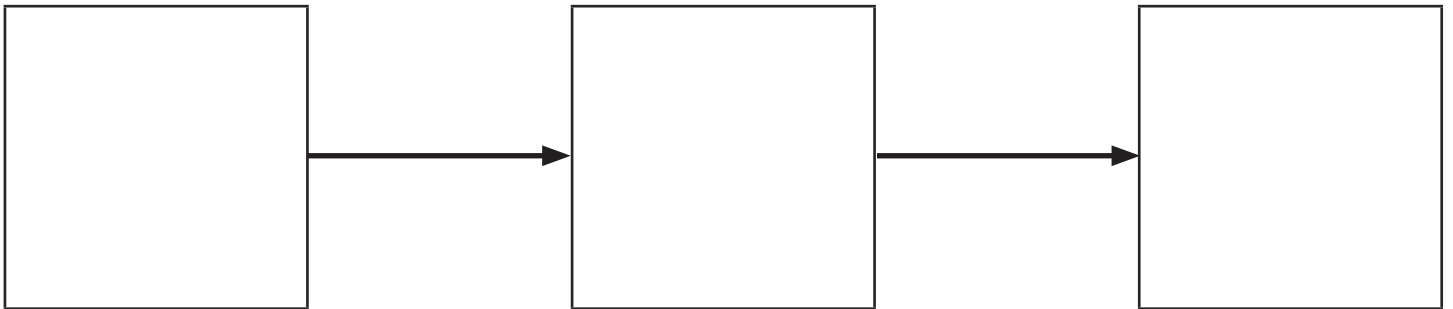


Who Eats Who?

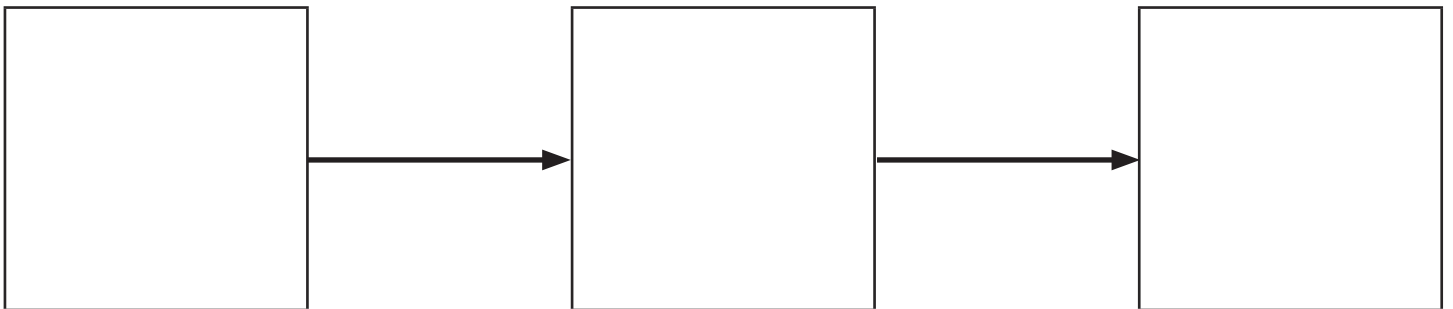
Now make your own food chains for different habitats. You might need to do some research to find out what the animals eat!



Ocean Food Chain



Desert Food Chain



Rainforest Food Chain

Other Ideas

- If you can, visit your nearest beach with your pond dipping equipment, and go hunting in rock pools. Talk about how the things you find are adapted to their habitat, and how they might be similar to or different from the things found in a pond.
- Visit your local aquarium for a close-up look at ocean, river and sea creatures.
- Find out about nocturnal animals in your local environment. Think and talk about why some animals are nocturnal and how they are adapted to this lifestyle.
- Think and talk about the impact of humans on the environment. What are the ways that we can improve the environment for animals? What are some of the things we do that damage habitats? On your next walk, if it's safe to do so, think about ways to improve habitats, such as litter picking, leaving wild flowers to grow and sticking to footpaths. Make a poster or a short film describing how people can protect habitats.

Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate, depending on age and ability, read and spell the words.

living non-living eat grow move reproduce	ocean rainforest desert Arctic field hedgerow woodland	habitat micro-habitat food chain environment
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