



# Science- Year 2

## Autumn 1 – What's in your habitat?

In Science, I have learnt:

What a carnivore, herbivore and omnivore is. I sorted these animals into groups.

To use observations and ideas to suggest answers to questions.

To use simple equipment, such as a magnifying glass, to make closer observations.

To use non-fiction resources to research and then draw conclusions.

roost, sett, burrow, tunnel, nest, carnivore, herbivore, omnivore, compare, similar, different, properties.

**I explain the differences between things that are living, dead and things that have never been alive.**

**I can say what a habitat is and can talk about what makes some animals and plants well suited to live in that habitat. I can say how the animals and plants depend on each other.**

**I can identify and name plants and animals in their habitats, including micro-habitats.**

**I can explain how a food chain works and can name different sources of food.**

Working Scientifically

**I can use observations and ideas to suggest answers to questions.**

**I can photograph and describe micro-habitats.**

**I can record the creatures I find when pond dipping.**

**I can observe micro-habitats closely using a magnifying glass.**

**I can find out about food chains using secondary sources of information.**

Scientific enquiry type:

Grouping and classifying

Finding things out using secondary sources of information

New Science words:

**Habitat, alive, living, once-lived, dead, never-lived, decay, rocks, soil, air, water, food chain, plants, animals, herbivores (eat plants and parts of plants), carnivores (eat other animals), omnivores (eat plants/parts of plants and other animals), direction, source of food, suited, features.**

