

Science Knowledge Organisers

Science Focus

Living things and their habitats

Year 2

Autumn 1 and 2

Key Knowledge	
Things can be split into three groups:	
Things that are alive	Made from cells and show signs of life
Things that are dead	Are made from cells A wooden table used to be alive as a tree
Things that never lived	These are not made from cells, e.g. a drain cover is made from particles of metal
Living things can:	
Move	For example, animals can run, birds can fly and flowers turn towards light.
Reproduce	This is when living things have offspring e.g. animals have babies and plants have seeds which turn into new plants.
Nutrition	<ul style="list-style-type: none"> □ This is where food is used to provide energy. □ For example, humans get energy from food. Animals eat plants or other animals. □ Green plants make their own food.
Grow	<ul style="list-style-type: none"> □ This is when things get bigger/older. □ For example, babies grow into adults. □ Seedlings grow into bigger plants.
What is a habitat?	Most living things live in an environment they are suited to. This is their habitat.
Types of habitats	Habitats can be very different. <ul style="list-style-type: none"> □ They can be hot or cold □ Wet or Dry □ On the ground or up high
Choosing the right habitat	Animals live in habitats that suit them best. <ul style="list-style-type: none"> □ For example, a fish can breathe in water and can swim well so it lives in water. □ A worm has brown skin, bristles on its underside to grip and a pointed head. All of these mean that the soil is a good habitat for it to live in.

Key Vocabulary	
Cells	The basic part of all living things
Underside	Underneath or bottom of something
Webbed	Where fingers or toes are connected by skin
Excess	More than is needed
Environment	The conditions around something

Diagrams and Symbols
<p>Animals get their food from plants and other animals. A food chain shows how energy from food is passed along. Only green plants make their own food, so every food chain starts with a green plant.</p> <div style="text-align: center;"> <pre> graph LR Grass --> Grasshopper Grasshopper --> Mouse Mouse --> Owl </pre> </div> <p>Here the Grass has made its own food. The Grasshopper gets energy by eating the grass. The Mouse get energy by eating the Grasshopper and the Owl gets its energy by eating the Mouse.</p> <p>The arrow on a food chain means 'is food for'</p>

Possible Experiences
<ul style="list-style-type: none"> □ Investigate habitats in the school environment (such as hedgerows and trees). Investigate micro-habitats such as under stones and under logs □ Construct food chains using given plants and animals □ Investigate the range of impacts should one aspect of the food chain die out

Greater Depth Thinking

Use scientific vocabulary with more accuracy and apply knowledge in familiar related contexts