

Knowledge Organiser

Science Year 2 Autumn 2

Living things and their habitats

Previous learning:

- Animal/mini beast habitats (EYFS – Summer 1)
- Trees (Year 1 – Autumn 2)
- Plants (Year 1 – Summer 1)
- Habitats including micro-habitats (Year 2 – Autumn 1)

Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
<p>living dead never been alive adapted movement respiration excretion reproduction predators</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Habitats provide the preferred conditions for the animals/plants that live there (compare worldwide habitats and less familiar examples).</p>	<p>Distinguish between living and non-living.</p> <p>Know that some things will never be alive and some things were once alive but are now dead.</p> <p>Living thing processes are: movement, respiration, sensing, nutrition, excretion, reproduction and growth.</p> <p>Understand that plants and animals are suited to their environment which helps them to survive against predators.</p> <p>Identify plants and animals in their habitats for example a camel and a</p>

		<p>desert, a polar bear and a polar region etc.</p> <p><u>Extended Knowledge</u></p> <p>Describe the conditions in different habitats, and compare and contrast. Describe how the conditions affect the number and type(s) of plants and animals that live there.</p>
<p><u>Working Scientifically</u></p> <p>TAPS Assessment Living and Non Living Review: Use of appropriate scientific language to communicate their ideas</p> <p>Concept context Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Possible opportunities:</p> <p>Classifying</p> <ul style="list-style-type: none"> • Find things that are living. • Find things that are dead. • Find things that have never been alive. • Classify things found in the environment (choosing their own criteria to do so), leading to living, dead and never been alive. 		