

# Curriculum Knowledge Organiser

Year Two, Science: Living things and their habitats.

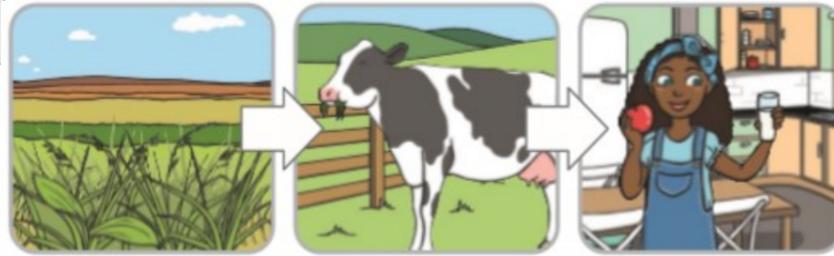
WALT: Compare things that are living, dead and have never been alive.

WALT: Identify and name animals in our local habitat.

WALT: Explore micro-habitats and identify plants and animals.

WALT: compare habitats from around the world.

WALT: create simple food chains.



Vocabulary	
Ocean	urban
Seashore	coastal
Woodland	rainforest
Life process	arctic
Food chain	desert
Living	river
Dead	mountain
Never living	
Food chain	
Food source	

**Impact: Why do we teach this? Life skill involved**

Children to understand the life process of living things.

Children to have a wider knowledge of the words and how to look after our animals and plants.

Key Vocabulary	
<b>habitat</b>	A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to survive such as food, shelter and water.
<b>microhabitat</b>	A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. Minibeasts live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to survive.
<b>depend</b>	Many <b>living</b> things in a <b>habitat</b> <b>depend</b> on each other. This means they need each other for different things.
<b>survive</b>	This means to stay alive.

Outdoor Learning
<ul style="list-style-type: none"> <li>Exploring the local habitat.</li> <li>Exploring different animals and what might be within their habitats.</li> </ul>

Skills	Teaching Strategies
Use observations and ideas to suggest answers to questions.	Sort and classify things according to whether they are living, dead or were never alive.
Identify and study a variety of animals and plants that are living within their local habitat.	Observe closely, using simple equipment in the forest school area to discover animals and plants that are living here. Become familiar with the life process that are common to all living things.
Compare habitats from around the world.	Locate and compare habitats and make observations as to why animals live in different habitats. Describe the conditions in different habitats and find out how the conditions affect the type of plants and animals that live there.
Construct a simple food chain	Sort and create a food chain that includes humans.

**Previous Learning (this should be checked at start of topic)**

Year 1 Animals including humans: Identifying and grouping animal, naming basic parts of the human body.

Year 1 Plants: identifying and naming main parts of plants.

**Subsequent Learning**

- Year 4 & 5 Living things and their habitats.
- Year 6 Living things