# Year 2 Science Knowledge Organiser — Spring Topic: Living things and their habitats



### Key Knowledge

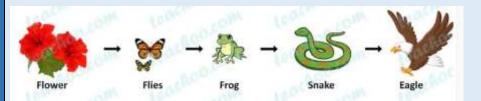
## Key Vocabulary

# By the end of this unit pupils will...

Living things and their habitats.

#### Food chains

Children will know that all living things need food to survive. Food chains show how each animal gets their food. Children will know that a producer makes their food, these are eaten by a consumer, the final animal in the food chain is a predator. Children will use this knowledge and research to create a food chain.



#### Habitat

A habitat is a natural place animals live. We will be learning about different habitats on land such as desert, woodland and coastal areas. We will be researching why a habitat is suitable for certain animals and what food chains are available in that habitat. For example a fox lives in woodland, a fox eats a rabbit, a rabbit eats grass

#### Living, dead or never alive

Children explore and compare the difference between things that are living, things that are dead and things that have never been alive. Living things need certain things to survive such as water, food and shelter.

Key Vocabulary				
	Transfer of energy from			
Food	one living thing to			
chains	another.			
	Has the ability to make			
Producer	its own food for example			
	a plant			
Consumer	A living thing that			
Consumer	consumes (eats) another			
	living thing for energy.			



Key Vocabulary				
habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.			
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats. The microhabitats have everything they need to survive.			

# Working Scientifically

8	Ask questions. Recognise when identifying and classifying will help me answer my questions. Use secondary sources to identify and classify things. Look for similarities and make comparisons.
	Ask questions.  Make careful abservations.  Use scientific language.  Draw and label what you observe.  Use observations to suggest answers to questions.  Talk about and explain observations using scientific knowledge and understanding.  Observing over Time.
	Ask questions and find different ways to answer them.  Use scientific language.  Use equipment to make observations.  Make careful observations.  Talk about findings.  Make simple conclusions.

## Useful Links

Is it alive (BBC bitesize video) Click here

The food chain (BBC bitesize video) Click here