



Skills and Knowledge Organiser

Year 2 Summer Term Science – Habitats

Key Knowledge and Skills	Working scientifically	Key Vocabulary	Key Questions
<p>To use classification keys to identify some animals and plants</p> <p>To recognise that different plants live in the local environment</p> <p>To identify some local habitats</p> <p>To describe the simple features of habitats</p> <p>To recognise a microhabitat as a small habitat (e.g. leaf litter, woodlice under stones)</p> <p>To describe some microhabitats and their features</p> <p>To identify and name a variety of plants and animals in their habitats, including micro- habitats</p> <p>To recognise similarities and differences between plants and animals</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To explain differences between living and non-living things in terms of characteristics such as movement and growth</p> <p>To use their observations to point out differences between animals, plants and non-living things</p> <p>To recognise that plants provide food for humans and other animals within an environment</p> <p>To construct a simple food chain (e.g. grass, cow, human)</p>	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p>	<p>Living- to have life, breathing, moving, growing, eating, sensing.</p> <p>Non-living- no longer alive – dead.</p> <p>Habitat- the natural environment of an animal or plant.</p> <p>Classification Key- a set of questions and answers for identifying something or deciding which group it belongs to</p> <p>Breathe- to draw air into the lungs and let it out.</p> <p>Grow- to become larger by natural development</p> <p>Eat- to take in food.</p> <p>Move- to be in motion or to change position or place</p> <p>Sense- any of five ways to understand or experience one's surroundings. The senses are touch, smell, taste, sight, and hearing.</p> <p>Microhabitat- A microhabitat is a small and unique habitat in which a particular species lives.</p>	<p>What is a classification key and how do I use one?</p> <p>Do all animals and plants live in the same environment?</p> <p>Tell me about the features of some different habitats</p> <p>How are things that are living different from things that are no longer living?</p> <p>Why are different plants and animals found in the same environment or habitat?</p>



Skills and Knowledge Organiser

Year 2 Summer Term Science – Habitats

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

To name a few of the organisms that live in a particular habitat

To suggest reasons why different plants and animals are found in the different environments

To 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

To compare animals found in familiar habitats with unfamiliar habitats

To compare plants found in familiar habitats with unfamiliar habitats

To use different factors to compare a range of habitats (e.g. water, light, temperature)

It has a limited extent, especially referring to the site itself. The conditions of the microhabitat differ from the surrounding habitat.

Food chain- The term food chain describes the order in which living things, depend on each other for food.

Activities/Investigations

Food chains within a woodland habitat- <https://www.stem.org.uk/resources/elibrary/resource/34119/education-pack-food-chains>

Microhabitats- Worm study- investigation- <https://www.stem.org.uk/resources/elibrary/resource/33666/education-pack-soil-and-earthworms-worm-survey>