

Carr Head Primary School - Knowledge Organiser

Science

Living Things and their Habitats

Year 2

Summer Term

Key Knowledge

Is it alive?

Things can be split into three groups	<ol style="list-style-type: none"> Things that are alive. Things that were alive but are now dead. Things that have never lived.
Things that are alive	Are made from cells and show signs of life (see below)
Things that are dead	Are made from cells. A wooden table used to be alive as a tree.
Things that have never lived	These are not made from cells. For example, a drain cover is made from particles of metal.

How to tell if things are alive. Living things can:

Move	Animals can run, birds can fly and plants turn towards the sun.
Reproduce	This is when living things have offspring. Plants make seeds and animals have babies. Animal babies have different names, <i>e.g. foal, puppy, chick</i>
Nutrition	This is where food is used to provide energy. Humans get energy from food. Animals eat plants or other animals. Green plants make their own food.
Growth	This is when things get bigger and older. Babies grow into adults. Seedlings grow into bigger plants.

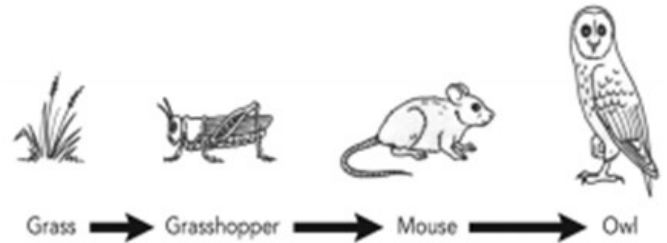
Habitats

What is a habitat?	Most living things live in an environment they are suited to. This is their habitat.
Types of habitat	Habitats can be very different. 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. A fish can breathe in water and can swim well so it lives in water.

Key Vocabulary

cells	The basic part of all living things.
underside	Underneath or bottom of something.
webbed	Where fingers and toes are connected by skin.
excess	More than is needed.
environment	The conditions around something.

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.



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.

The arrow on a food chain means 'is food for'

If one element of the food chain changes, this can impact on the rest of the chain.

For example: If a disease killed all of the grasshoppers...

- The grass might grow a lot more as grasshoppers wouldn't be eating it.
- Mice would have to find something else to eat (like corn) which would reduce the amount of corn in fields.
- Pigeons may suffer as there is less corn available to eat.

Know how to...

Working Scientifically	<i>Sorting and classifying</i> things according to whether they are <i>Living dead</i> or <i>were never alive</i> , and <i>recording</i> their findings using charts.
	<i>Describing</i> how they decided where to place things.
	<i>Exploring questions</i> such as: 'Is a flame alive? Is a deciduous tree dead in winter?'
	<i>Talking about ways of answering their questions.</i>
	<i>Constructing a simple food chain</i> that includes humans (e.g. grass, cow, human).
	<i>Describing the conditions in different habitats and micro-habitats</i> (under log, on stony path, under bushes).
<i>Finding out how the conditions affect the number and type(s) of plants</i>	