

The Flourish Federation—Knowledge Organiser

Brookfield Infant and Junior Schools



Science Focus:	Living things and their habitats (Our local environment)	Year 2	Term 6
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What? (Key Knowledge)

Explore and compare the differences between things that are living, dead, and things that have never been alive	Revise alive, dead, never alive using pp https://www.twinkl.co.uk/resource/t-sc-427-ks1-alive-dead-or-never-alive-powerpoint . Children sort a range of objects from around the school using a venn diagram to show understanding.
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	Create a thought shower listing all the plants around the environment
Identify and name a variety of plants and animals in their habitats, including micro-habitats	Make information labels for plants around the school using an ipad app such as plantnet- plant identification . Look around and photograph signs of animal habitats. Make a class book to display photos and write about them.
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.	Nature walk- Look for evidence of plants being eaten around the school . Discuss how it links to different animals/ insects using class thought shower.

What? (Key Vocabulary)

Spelling	Definition
habitat	A place where a plant or animal lives
living	Reacts with surroundings, breathe, grows, reproduces, get rid of waste
Micro habitat	A microhabitat is a small specialized habitat within a larger habitat, eg. a caterpillar snacking on leaves which have fallen from a
Food chain	A food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature. Food chains begin with plant-life, and end with animal -life. Some animals eat plants, some animals eat other animals. A simple food chain could start with grass, which is eaten by rabbits.
Basis needs	The things needed to keep you alive

Experiences/Wow Moments

School Trip– Tyland Barn

Hands on experience looking at habitats of birds, fish and other animals in local environment



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ICT Opportunities

Research— using the internet to find out about different animals habitats.

Create a spreadsheet from collected data from around the local environment.

Use ipads to photograph living things in the school environment



Cross-Curricular Links

Geography— looking at floor / ariel maps of gardens, local area, coast

History— Darwin/ Galapagos Islands

Art /DT—



Possible Writing Links

Animal habitat fact writing

Trip recount

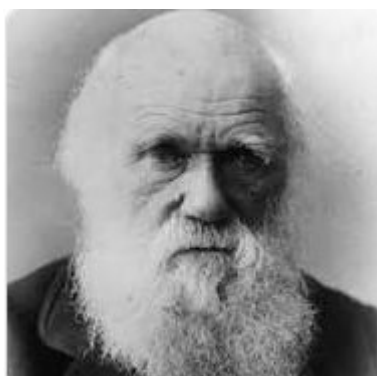
Information leaflet— Animals in our local area

Who? (Key People)

Charles Darwin

Discovered and observed new species of animals.

Visuals



PrimaryWorks



Habitats

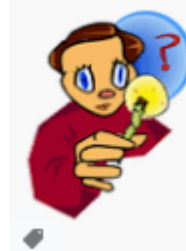


The place in which a plant or animal lives is called its **habitat**.

The habitat must have everything that a living thing needs to survive.



Living? Dead? Never been alive?



Does it move?
Does it reproduce?
Is it sensitive?
Does it need nutrition?
Does it excrete?
Does it respire?
Does it grow?



PlantNet Plant Identification

plantnet-project.org Education

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