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| **F:\Learning bugs\Foundation Subjects\Dolly the Fly - Science.jpgLyng Primary School Knowledge Organiser**  |
| **Topic:**  | **Science** **What are the life processes of living things, where do they live and why?**  | Year 2  | Autumn Term  |

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| **What Goldilocks and Step On words will I use?** |
| **Spelling** | **Definition** |
| Carnivore  | An animal that eats meat. |
| Depend | If you **depend** on someone or something, you need them in order to be able to survive **physically.** |
| Food chain | A series of living things which are linked to each other because each thing feeds on the one next to it in the series.  |
| Habitat | The natural environment in which an animal or **plant** normally lives or grows.  |
| Herbivore  | An animal that only eats plants.  |
| Excretion | How living things get rid of waste. |
| Life process | Functions of living things.  |
| Nutrition | How living things get their energy to survive.  |
| Predator | An animal that eats other animals.  |
| Prey | An animal that is eaten by another animal. |
| Producer | A living thing that makes it own food.  |
| Omnivore | An animal that eats plants and meat. |
| Reproduction | The life process to create new life.  |
| Sensitivity | How living things respond to its environment.  |

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| **Unit outcomes** |
| * Ask questions to further their knowledge.
* Recall some life processes, giving examples of how they apply to plants and animals.
* Classify objects into alive, never been alive and was once alive, giving reasons for their choices.
* Match different plants and animals to their habitats.
* Give examples of how animals use their habitat for food and shelter.
* Recall that plants produce their own food for energy.
* Name living things that are producers and place a producer at the beginning of a food chain.
* Use arrows to show the order in a food chain.
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“An understanding of the natural world and what’s in it is a source of not only a great curiosity but great fulfilment.”

-David Attenborough

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| **Key skills** |
| * To ask simple questions, recognising that they can be answered in different ways.
* To classify objects into groups.
* To gather and record data in a simple table.
* To carry out research to find answers to questions.
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| **Key questions - sequence of learning**  |
| * What do all living things do?
* How do I know if something is alive, dead or has never been alive?
* What plants and animals live in different habitats?
* How does a habitat provide what an animals needs to survive?
* How do living things depend on each other?
* What is a food chain?
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**Useful information**

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| **F:\Learning bugs\Foundation Subjects\Dolly the Fly - Science.jpgLyng Primary School Knowledge Organiser**  |
| **Topic:**  | **Science** | Year 2Animals Including Humans  | Autumn Term  |

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| 1. Which of these is **not** a life process?  | **S** | **E** |
| enjoyment |  |  |
| nutrition  |  |  |
| excretion |  |  |
| movement  |  |  |

|  |  |  |
| --- | --- | --- |
| 5. What do you call a living thing that produces its own food?  | **S** | **E** |
| prey |  |  |
| predator  |  |  |
| producer |  |  |
| omnivore |  |  |

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| 6. Place these in the correct place to create a simple food chain: |
| **Start of unit:** |
| **End of unit:** |

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| --- | --- | --- |
| 2. Which of these has been alive? | **S** | **E** |
| chair |  |  |
| paper |  |  |
| bottle |  |  |
| coat |  |  |

|  |  |  |
| --- | --- | --- |
| 3. What does habitat mean?  | **S** | **E** |
| What someone plays |  |  |
| Where something lives |  |  |
| When someone is happy |  |  |
| When there is lots of rubbish |  |  |

|  |  |  |
| --- | --- | --- |
| 4. Which animal is a predator?  | **S** | **E** |
| hedgehog |  |  |
| owl |  |  |
| mouse |  |  |
| bunny |  |  |