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| **F:\Learning bugs\Foundation Subjects\Dolly the Fly - Science.jpgLyng Primary School Knowledge Organiser**  |
| **Topic: Science**  | **Micro-habitats** How do microhabitats provide what minibeasts need to survive?  | Year 2  | Autumn Term  |

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| **Unit outcomes** |
| * Identify and name a variety of plants and animals.
* Recall that minibeasts live in microhabitats.
* Describe microhabitats and their conditions.
* Describe how microhabitats provide for the basic needs of animals and plants.
* Describe the job role of a botanist.
* Group minibeasts and create simple classification keys.
* Ask questions and recognise that they can be answered in different ways.
* Gather and record data and use it to answer questions.
* Plan what observations to make in an experiment.
* Order the steps of a method.
* Describe the appearance of flowering plants.
* Use an identification chart to name flowering plants.
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| **Key skills** |
| * Posing questions
* Planning
* Predicting
* Observing
* Recording
* Classification keys
* Analysing and drawing conclusions
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| **What Goldilocks and Step On words will I use?** |
| **Spelling** | **Definition** |
| Botanist  | An expert in the scientific study of plants.  |
| Characteristics  | A feature or quality belonging to a person, place or thing.  |
| Classify  | Arrange in classes or categories according to shared qualities or characteristics.  |
| Conclusion  | The end or finish of an event or process.  |
| Data  | Facts and statistics collected for analysis.  |
| Identify  | Establish what who or what something is.  |
| Camouflage  | Hide or disguise the presence of a person or animal.  |
| Classification key | A set of questions about the characteristics of a living, which then help you to identify it.  |
| Food chain  | A series of organisms dependent on the next source of food.  |
| Invertebrate | An animal without a backbone.  |

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| **Key questions – sequence of learning** |
| * How can we group and identify mini beasts?
* How do scientists ask questions?
* What mini beasts are in the school ground?
* Do woodlice prefer dry or damp conditions?
* How can I record data in a table?
* What is a botanist?
 |



“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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**What will I know by the end of the unit?**



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

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| --- | --- | --- |
| 1. Which of these is **not** an example of a microhabitat?  | **S** | **E** |
| Under a log |  |  |
| The ocean  |  |  |
| Under fallen leaves |  |  |
| In the grass  |  |  |

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| 4. Where do woodlice prefer to live?  | **S** | **E** |
| Somewhere damp |  |  |
| Somewhere dry  |  |  |
| Somewhere hot |  |  |
| Somewhere cold |  |  |

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| 2. Which of these might you find in a microhabitat? Tick two.  | **S** | **E** |
| Worm |  |  |
| Lion |  |  |
| Ladybird  |  |  |
| Shark  |  |  |

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| 5. Which of these is not a mini-beast?  | **S** | **E** |
| Caterpillar |  |  |
| Spider  |  |  |
| Cat  |  |  |
| Worm |  |  |

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| 3. What is a mini beast? | **S** | **E** |
| An animal with a backbone |  |  |
| An animal without a backbone |  |  |
| An animal with wings |  |  |
| An animal with a four legs |  |  |

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| 6. Which super science skill would you use for carrying out a mini-beast hunt?  | **S** | **E** |
| Researching |  |  |
| Observing over time |  |  |
| Grouping  |  |  |
| Spotting patterns |  |  |