

Knowledge Organiser

**Prior Learning**

- EYFS – Pupils may be able to identify animals and plants as well as where they live.
- Yr. 1 – Animals including Humans - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

**Key Skills Taught**

- Researching Using Secondary Resources
- Grouping and Classifying
- Observing Over Time

**Year 2  
 Science Summer 1**



**Animals and their Habitats**

**Vocabulary**

biomes	a natural area of <b>vegetation</b> and animals
carnivore	An animal that eats meat
habitat	the natural environment in which an animal or <b>plant</b> normally lives or grows
herbivore	An animal that only eats plants
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus
microhabitat	a small part of the environment that supports a habitat, such as a fallen log in a forest
minibeast	a small <b>invertebrate</b> animal such as an insect or spider.
omnivore	An animal that eats all kinds of food, including both meat and <b>plants</b>
plant	a living thing that grows in the earth and has a stem, leaves, and roots

**Key Knowledge Taught:** *by the end of the unit pupils are expected to know that / be able to:.*

- A **habitat** is a place where living things, such as animals and **plants**, can find all of the things they need to **survive**. This includes food, water, air, space to move and grow and some shelter.
- Some **habitats** are large, like the ocean, and some are very small, such as under a log.
- Some **habitats** in our local area include the river and woodlands. Other habitats include the coast and the forest.



- **Microhabitats** are very small **habitats** where **minibeasts** may live, such as under leaves and stones.
- **Minibeasts** that can be found in **microhabitats** include worms, snails, ants, centipedes, millipedes and butterflies. They help to keep the **microhabitat** healthy.
- **Minibeasts** are able to **survive** in their **habitats** because they can find the things they need to **survive** there, such as food and water. Animals and **plants** depend on each other to **survive**. All living things (or things that were once living) have a part to play in **food chains**. Without them, other animals and **plants** may not be able to survive.
- All objects are either **living**, **dead** or have **never been alive**.

Sometimes, scientists use food chains to show **what different animals eat in a habitat**. This is a simple **food chain**:



The arrows mean '**is eaten by**'.  
 The grass is eaten by the rabbit. The **rabbit is eaten by the fox**.

**Extra Information:** This can be added to by teacher, parent or child