Preston Primary School Knowledge Organiser

Communication | Critical-Thinking | Collaboration | Creativity

Topic: Science- Living things and their habitats.	Term: Spring 2 and Summer 1	Year: Unit 3	Duration: 6 Weeks

The Powerful Knowledge we will take away from this Learning Enquiry (what children will be learning):

 	• I can identify living things. • I can name several living things in my local environment. • I can name several living things in the wider environment. • I understand what a habitat is and what a habitat needs so that living things can thrive there. • I know that living things can be organised and classified in a variety of ways. • I can use classification keys to help group, identify and name living things. • I can name parts of plants and use these to compare. • I understand that environments and habitats can change and that this change can pose threats to living things.
	• I can gather, record, classify and present data in different ways to help in answering questions. • I can pose questions and answer them using fieldwork research at the zoo. • I can report on findings from scientific enquiries, including in the oral and written form.

Our Key Vocabulary:

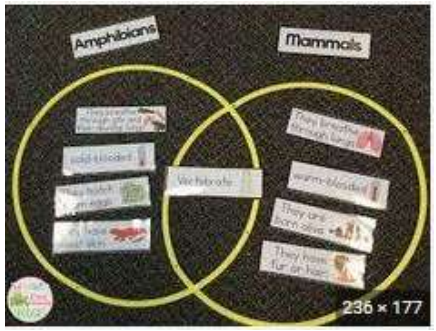
Word	Meaning
Living	A person, animal or plant that is alive.
Dead	A person, animal or plant that is not alive.
Never alive	An object or thing that has never been alive.
Organism	An individual plant or animal.
Classification	Classification is when we group living things based on what they have in common
Habitat	The place where an animal or plant lives. They are adapted to suit their habitats and get everything they need from the environment.
Micro-habitat	A small area that can be found within a habitat. It is different to its surrounding area, e.g. under a rock where woodlice live because they need a dark environment.
Invertebrate	An animal that doesn't have a backbone. This includes all insects.
Identify	To recognise that the features of a living thing can tell us what type of organism it is.

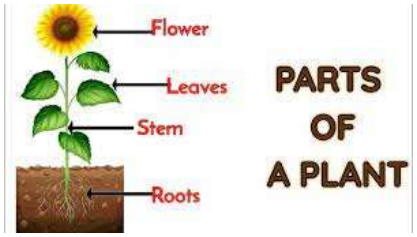
Steps in learning	
	I can identify which habitats are in the school grounds and make predictions about the types of organisms we will find there. I will conduct research to find out if my prediction was correct. I can classify different organisms into different categories: invertebrate/ vertebrate, mammal/ fish/ amphibian.
  	I can identify the basic parts of plants. I can identify the basic parts of flowers. I can predict which plants may be found in the habitat at school. I can classify plants based on their properties: deciduous/ evergreen and flowering plants/ non-flowering plants. I can classify trees.
  	I can classify animals based on their characteristics. I can research the habitats of animals at Paignton Zoo. I can understand the ways that environments are changing and the impact this has on some species of animal.

What I already know:

In Key Stage One, children explored and compared the differences between things that are living, dead, and things that have never been alive. They identified 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. They identified and named a variety of plants and animals in their habitats, including micro-habitats. Children could 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.

These classification hoops form a Venn diagram. It shows which animals are amphibians and which are mammals.





These parts of a plant can help us to identify and classify plants. We can identify if they are flowering or non – flowering.

Website links:

What is classification? - BBC Bitesize

Changing environments - BBC Bitesize