



Knowledge and Skills Mind Map (Science) - Year 2 Summer Term

Knowledge - 
Skill - 



1. Can I recognise that living things have a life processes?

- **Prior learning (Year 1—Summer):** common animals (fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores)
- **Vocab:** living, life process, grow
- Know that living things carry out life processes to stay alive (e.g. grow, move, breathe, need food and water)
- Know that we can ask simple scientific questions to help us find out if something is living (e.g. “Is this alive?” or “Does it grow and need food?”)
- Know that life processes can be remembered using MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition)
- Know that plants and animals both show life processes (e.g. plants grow and need water; animals move and eat food)
- Know that we can use what we see to answer scientific questions (e.g. “It is living because it is growing,” or “It is not alive because it does not move or need food”)
- **Ask simple questions**
- **Use observations to suggest answers**

6. Can I create a simple food chain and identify sources of food?

- **Prior learning (last lesson):** learnt how living things depend on each other in habitats
- **Vocab:** food chain, predator, prey,
- Know that a food chain shows how living things get their food (e.g. grass → rabbit → fox)
- Know that animals get their food from plants or other animals (e.g. cows eat grass, foxes eat rabbits)
- Know that plants are the start of most food chains (e.g. they make their own food and are eaten by animals)
- Know that changes in a food chain can affect other living things (e.g. if there are fewer plants, animals may not have enough food)
- Know that we can use what we know to explain food chains (e.g. “The fox eats the rabbit, so it is the predator”)
- **Identify and Classify**
- **Use observations to suggest answers**

Living Things and their Habitats

2. Can I explore and compare the differences between living, dead and never alive things?

- **Prior learning (last lesson):** life processes (MRS GREN)
- **Vocab:** living, life process, classify,
- Know that living things are alive and carry out life processes (e.g. a tree grows and needs water)
- Know that dead things were once alive but are not anymore (e.g. a fallen leaf or dead insect)
- Know that some things have never been alive (e.g. rock, plastic, metal)
- Know that we can group and classify things based on whether they are living, dead or never alive (e.g. sorting a plant as living, a dead leaf as dead, and a rock as never alive)
- Know that we can use what we see to decide where things belong (e.g. “This is living because it grows,” or “This is never alive because it has never been alive”)
- **Identify and classify**
- **Use observations and ideas to suggest answers**

5. Can I gather and record data to answer questions about how living things depend on each other in habitats?

- **Prior learning (last lesson):**
- **Vocab:** gather data, record data, habitat, shelter, depend
- Know that plants and animals depend on each other for survival (e.g. animals eat plants, plants provide shelter for animals)
- Know that habitats provide basic needs (e.g. food, water, shelter, and space for living things)
- Know that we can collect and record data to answer questions (e.g. counting how many insects live under a log compared to on grass)
- Know that we can use what we observe to explain relationships (e.g. “More insects live here because there is food and shelter”)
- **Gather and record data**
- **Use observations to suggest answers**

3. Can I identify and describe habitats and microhabitats?

- **Prior learning (last lesson):** compare the differences between living/dead/never alive things
- **Vocab:** habitat, microhabitat, environment
- know that a habitat is a place where plants and animals live (e.g. a pond, forest, ocean, or desert)
- know that a microhabitat is a very small habitat (e.g. under a log, beneath stones, in leaf litter where minibeasts live)
- know that habitats provide what living things need to survive (e.g. food, water, shelter, and space)
- know that we can group habitats and identify where living things belong (e.g. fish in water habitats, worms in soil microhabitats)
- know that we can use what we see in the environment to answer questions (e.g. “Worms live here because it is dark and damp,” or “Plants grow here because there is light and water”)
- **Observe closely using simple equipment**
- **Identify and Classify**

4. Can I identify and describe habitats and microhabitats?

- **Prior learning (last lesson):** identified and described habitats and microhabitats
- **Vocab:** classify, habitat, microhabitat
- Know that different plants and animals live in habitats that suit their needs (e.g. fish live in water, birds live in trees)
- Know that microhabitats are home to small animals and plants (e.g. woodlice under logs, worms in soil, insects under stones)
- Know that we can group and classify living things based on where they live (e.g. sorting pond animals and woodland animals)
- Know that we can collect and record what we find in different habitats (e.g. counting how many minibeasts are under a log)
- Know that we can use our observations to explain where things live (e.g. “The woodlouse lives here because it is dark and damp”)
- **Identify and Classify**
- **Gather and record data**