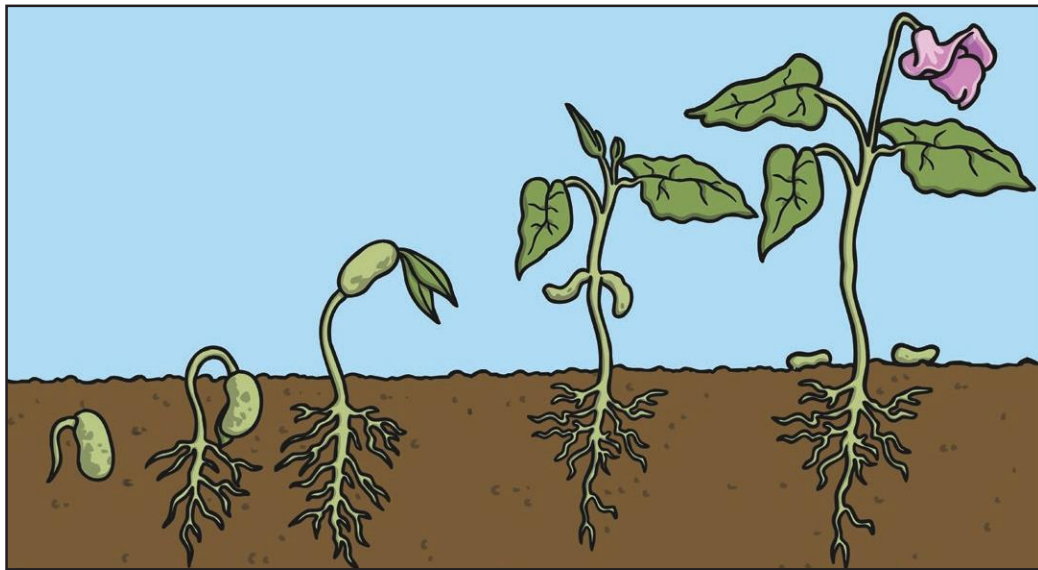




Y2 Knowledge Organiser – Plants

What should I know by the end of the unit?

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify 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.



- What should I already know how to do?

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Key Vocabulary

Germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called GERMINATION.
sprout	When a plant sprouts, it grows new shoots.
shoot	A shoot grows upwards from the seed or plant to find sunlight.
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.



• What should I already know how to do?

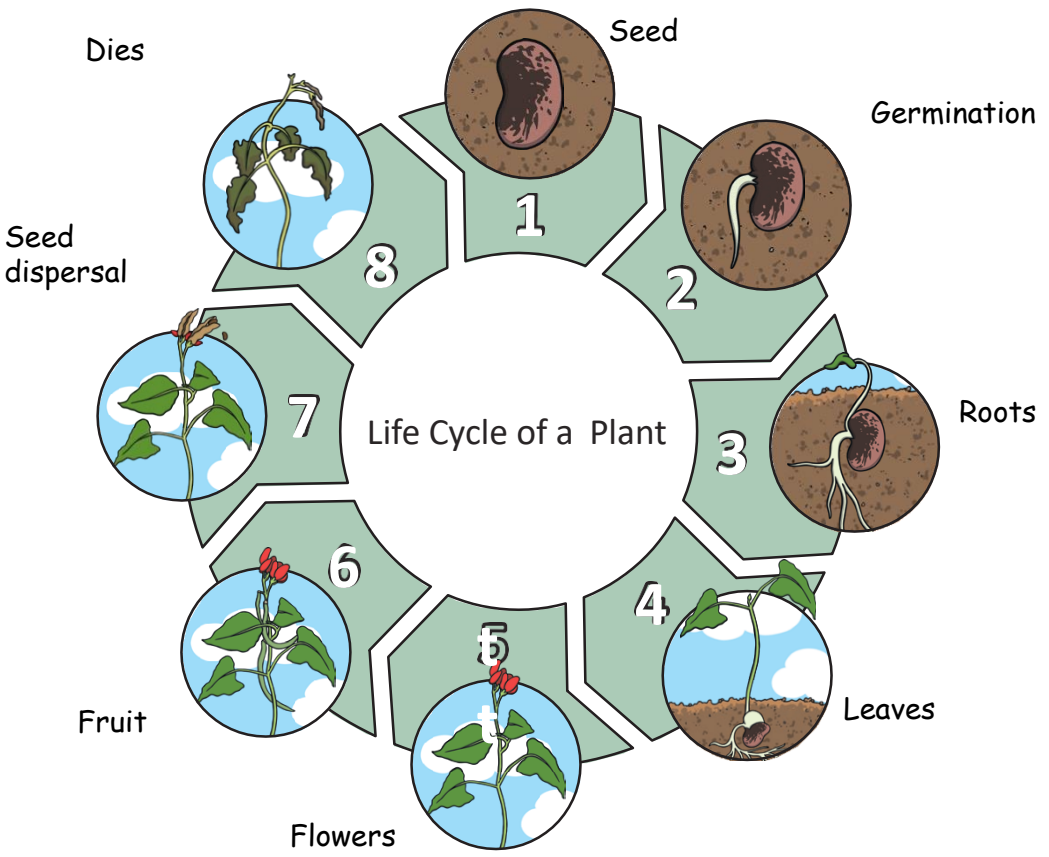
- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Key VOCABULARY

WHAT do PLANTS need to grow well?

Sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.
WATER	All plants need water to grow. Without water, seeds and bulbs will not GERMINATE.
Temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.
Nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight.

- ### What should I Know by the end of the unit?
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
 - Identify 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.





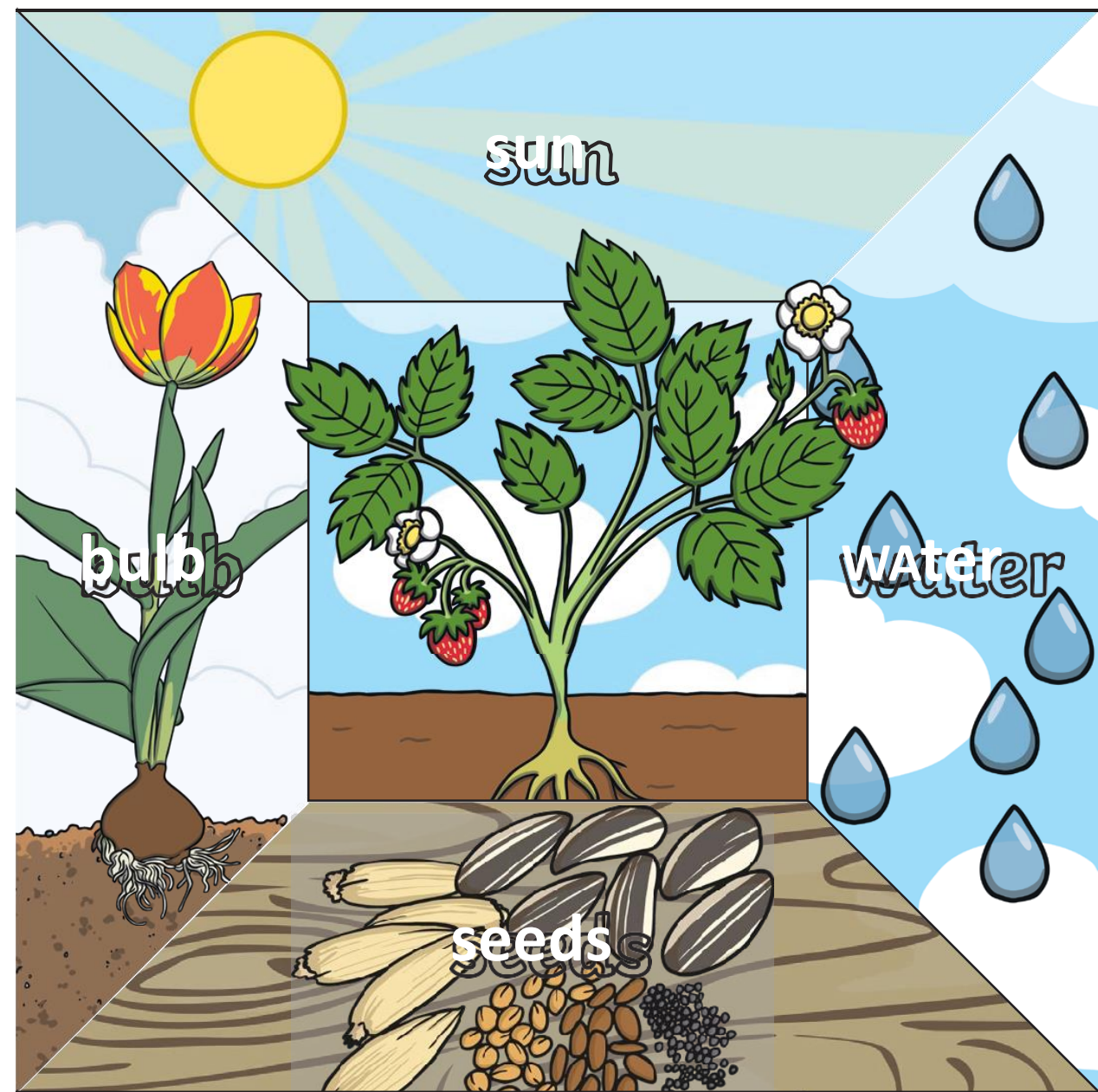
Y1 Knowledge Organiser –Living things and their habitats

What should I know by the end of the unit?

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify 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.

What should I already know how to do?

- Explore the natural world around them, making observations and drawing pictures of animals and plants; 15
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



Pre and Post Assessment

Question	Pre Assessment response	Post Assessment response
<ul style="list-style-type: none">Explore and compare the differences between things that are living, dead, and things that have never been alive.		
<ul style="list-style-type: none">Identify 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.		