



Year 2 Science



Plants	Animals including Humans	Everyday materials	Living things and their habitats	Working Scientifically
<p>PI I can observe and describe how seeds and bulbs grow into mature plants</p>	<p>AI I can notice that animals, including humans, have offspring which grow into adults</p>	<p>EI I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>LI I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>WS 1 I can observe closely, using simple equipment and measurement.</p>
				<p>WS 2 I can identify and classify</p>
<p>P2 I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>A2 I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>E2 I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>L2 I can 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</p>	<p>WS 3 I can perform simple tests</p>
				<p>WS 4 I can use my observations and ideas to suggest answers to questions</p>
	<p>A3 I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>		<p>L3 I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p>WS 5 I can gather, record and communicate data and findings to help in answering questions.</p>
			<p>L4 I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>WS 6 I can use scientific language and read and spell age-appropriate scientific vocabulary</p>



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			and name different sources of food.	
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Topic coverage



Autumn Where in the world is Knypersley?	Spring Our Amazing African Adventure	Summer Bright Lights Big City
Working scientifically A1, A2, A3 PI-P2	Working scientifically L1, L2, L3, L4	Working scientifically E1, E2
<u>Vocabulary</u>		
<p style="text-align: center;"><u>Animals including humans</u></p> <p>Survival, water, air,(oxygen) food, adult, baby, offspring, kitten, calf, puppy, foal exercise, hygiene, types of food</p>	<p style="text-align: center;"><u>Living things and their habitats</u></p> <p>Living, dead, never been alive, habitat, micro-habitat energy, food chain, prey, predator woodland, pond, desert, seashore, ocean, rainforest</p> <p style="text-align: center;"><u>Plants</u></p> <p>Seeds, bulb, water, light, temperature, growth. Revise roots, stem, leaves, petals from Y1</p>	<p style="text-align: center;"><u>Materials & their uses</u></p> <p>As for Y1 + stiff, shiny, dull, rough, smooth, waterproof, absorbent, transparent, opaque, brick, fabric, foil, squashing, bending, twisting, stretching, elastic</p>

Working Scientifically Vocabulary

Question, prediction, method, variables, fair test, recording, report, conclude, evaluate (NC)



Investigation, enquiry, what to change, what we used, what we did, what we found out

Investigation cycle, question, prediction, method answer, observe, observing, equipment, identify, classify, sort, group, record, diagram, chart, map data, compare, contrast, describe, biology, predict, method, results

I will know..

- the names of adult and baby animals and be able to match them.
- the stages of life in a human - baby, toddler, child, teenager, adult, pensioner.
- that animals and humans need water, food, shelter and oxygen to survive.
- the names of the different food groups.
- which food belongs to which food group .
- that a balanced diet with a bit of everything in moderation is best.
- that daily exercise is important for us to stay healthy.
- that washing my hands, body, hair and clothes helps me to stay healthy.
- cleaning my teeth helps me to have strong teeth so that I can eat a healthy diet and be healthy.

- which things are alive and why.
- which things were alive and are now dead and why.
- which things have never been alive and why.
- how to identify and classify (the above).
- what a habitat is.
- that habitats are different depending of the need of the animal and plant.
- that both the habitats and animals/plants need each other to survive.
- what a micro habitat is.
- the names of a variety of animals and plants and their habitats.
- what a food chain is.
- why food chains are important for survival and keeping a balance.

- the names of different materials.
- why certain materials are used/chosen for specific objects and purposes.
- which materials are natural and which are man-made.
- how to investigate how some solid objects can be changed by squashing, bending, twisting.
- how to begin to carry out a simple test to find out which materials are best for a purpose.
- how to observe (look at) how materials change.
- how to record what I see and find out by drawing, writing, speaking and recording using technology (iPad).
- the meaning of the scientific words for each topic and will be reading, writing and using them confidently.



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how to identify and classify foods.

- how to carry out a simple test on how exercise affects the body.
- how to record what I see and find out by drawing, writing, speaking and recording using technology (iPad).
- the meaning of the scientific words for each topic and will be reading, writing and using them confidently.

- how to sequence a life-cycle.
- that animals eat other animals and plants.
- the names of different food sources
- how to carry out a simple test using the investigation cycle.
- how to record what I see and find out by drawing, writing, speaking and recording using technology (iPad).
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- why certain materials are used/chosen for specific objects and purposes.
- which materials are natural and which are man-made.
- how to investigate how some solid objects can be changed by squashing, bending, twisting.



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