

Science



Y2 Autumn 1	Living things and their habitats		Resources
Science skills Developed through: • Observing over time • Identifying, grouping and classifying • Pattern Seeking • Making and developing ideas • Comparative and fair testing • Researching using secondary sources • Drawing conclusions and making predictions	Scientific vocabulary: <i>alive, dead, never been alive, habitat/micro-habitat, woodland, ocean, country, rainforest, pond (include local habitats familiar to children)</i>		
	What we want children to know : • 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. • identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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.	Focus scientists • Carl Linnaeus • Emma Milne Stem careers: • Zoologist • Tree surgeon • Horticulturalist	
	Skills • Identifying, classifying and grouping	Assessment	

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Y2 Autumn 2	Plants	Resources
Science skills Developed through: • Observing over time • Identifying, grouping and classifying • Pattern Seeking • Making and developing ideas • Comparative and fair testing • Researching using secondary sources • Drawing conclusions and making predictions	Scientific vocabulary: <i>light, sun, shade, warm/warmth, cool, healthy, conditions, temperature, suitable</i>	
	What we want children to know: Focus scientists Stem careers:	
	• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Arit Anderson • Tom Hart Dyke • Poppy Okotcha • Landscape gardener • Florist • Farmer Skills Assessment • Making a developing ideas	

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Y2 Spring 1	Animals, including humans			Resources
	<u>Scientific vocabulary:</u>			
Science skills Developed through: • Observing over time • Identifying, grouping and classifying • Pattern Seeking • Making and developing ideas • Comparative and fair testing • Researching using secondary sources • Drawing conclusions and making predictions	What we want children to know :			
	Focus scientists		Stem careers:	
	• notice that animals, including humans, have offspring which grow into adults. • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• Dr Nina Tandon • David Attenborough • Chris Packham	• Personal trainer • Footballer • Farmer	
	Skills • Using secondary sources		Assessment	

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Y2	Plants	Resources									
Spring 2	<u>Scientific vocabulary:</u> <i>offspring, reproduce, child/adult (example comparisons: chick/hen, caterpillar, butterfly)</i>										
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Skills • Making and developing ideas	Assessment										

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Y2 Summer 1 and 2	Everyday materials			Resources
	Scientific vocabulary: opaque/transparent, translucent, reflective/non-reflective, flexible/rigid, push/pull, press, twist, squash, bend, stretch			
Science skills Developed through: • Observing over time • Identifying, grouping and classifying • Pattern Seeking • Making and developing ideas • Comparative and fair testing • Researching using secondary sources • Drawing conclusions and making predictions	What we want children to know: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, bricks, rock, paper and cardboard for particular uses. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Focus scientists • Alexandre Birman • Henry Ford	Stem careers: • Designer • Glazier • Joiner	
	Skills • Making and developing ideas • Drawing conclusions	Assessment		