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| Year 2 | Science | | |
|  | Autumn topic:  Uses of everyday materials | Spring Topic:  Living things and their habitats | Summer topic:  Animals including humans |
| National curriculum statements | Pupils should be taught to  1 Materials  -Identify and compare the suitability of a variety of everyday materials for particular uses.  -Find out how the shapes of solid objects made from some materials can be changed. | Pupils should be taught to  Living things and their habitats.  -To explore the differences between things that are living, dead and things that have never been alive.  -To know that living things live in habitats to which they are suited.  -Identify and name a variety of plants and animals in their habitats including micro habitats.  -Describe and understand simple food chains.  2 Plants  -Observe and describe how season bulbs grow into mature plants.  -Find out describe the conditions plants need to grow. | Pupils should be taught to  -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 for exercise, eating the right amounts of food, and hygiene. |
| Retrieval  (to support new learning) | Materials- Distinguish between the object and the material from which it is made. Identify what materials objects are made from. Identify and name a variety of everyday materials. Describe properties of materials and compare and group them on the basis of this. | Plants- Identify a variety of common and garden plants. Identify the basic structure of plants and trees. | Identify a variety of common animals eg fish, amphibians, birds and mammals.  Understand the terms carnivore, herbivore and omnivore. |
| Knowledge statements | Materials  -To identify and compare the suitability of a variety of everyday materials.  -To identify the uses of everyday materials and record observations.  -To compare the suitability of everyday materials.  -To know that the shapes of objects from some materials can change.  To understand the process of recycling.  -To know about the inventor John Mcadam. | Living things and their habitats  -To be able to compare the differences between things that are living, dead and have never been alive.  -To identify and name a variety of plants and animals in our local habitat.  -To identify mini beasts in micro habitats.  -To describe habitats around the world and describe animals that live in them.  -To understand how living things in a habitat depend on each other.  -To understand a variety of simple food chains.  The Environment  -To understand climate change by carrying out a simple experiment.  -To sort litter into recycling groups based on their materials.  -To carry out a survey to persuade people to use less energy.  -To identify and classify Rainforest animals.  -To research about endangered animals. Plants  -To know what plants need to grow.  -To observe and describe a seed.  -To understand the life cycle of a plant.  -To know what plants need to stay healthy.  -To know how plants grow in hot, dry or cold places. | -To know that animals give birth to live young, some produce eggs that hatch outside of the body and some within the body.  -To know how animal offspring grow into adults through the use of life cycle diagrams.  -To know the stages of the human life cycle.  -To know the needs of all animals including humans for survival.  -To understand the need for physical activity in humans.  -To know what constitutes a healthy diet. |
| Vocabulary | Materials  Properties, suitability, material, recycle, inventor, identify, metal, plastic, glass etc. | Living, dead, never alive, habitats, food chain, micro habitats, conditions.  Climate change, global warming, flooding, greenhouse gases, drought, hurricane. Plants  Germination, seed dispersal, life cycle, temperature, nutrition, observe. | Life cycle, offspring, young, diet, germs, hygiene, pulse, nutrition, disease. |
| Cultural capital and local resources | Woodland and school environment. | Woodland and school environment. | Playground for exercise activities  ( link with DT food technology - trip to Pizza Express) |