

Year 2 Science			
Autumn Term 1			
Topic	Objectives Linked to Curriculum	Working Scientifically	Vocabulary
<u>Living things and their habitats (suitable habitats/ simple food chains)</u>	- I can explore and compare the differences between things that are living, dead, and things that have never been alive - I can identify that most living things live in habitats to which they are suited - I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - I can identify and name a variety of plants and animals in their habitats, including micro-habitats - I can describe how animals obtain their food from plants and other animals - I can understand a simple food chain, and identify and name different sources of food.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed - Names of local habitats e.g. pond, woodland etc. - Names of micro-habitats e.g. under logs, in bushes etc

Year 2 Autumn Term 2			
Topic	Objectives linked to the curriculum	Working Scientifically	Vocabulary
<u>Animals including humans (health and growth and the human body.)</u>	- I can notice that animals, have offspring which grow into adults Activity: Ask people questions and use secondary sources to find out about the life cycles of some animals. Observe animals growing over a period of time e.g. chicks, caterpillars, a baby. - I can notice that humans have offspring which grow into adults Activity: Ask questions of a parent about how they look after their baby. - I can find out about and describe the basic needs of animals, for survival - Activity: Ask pet owners questions about how they look after their pet. I can find out about and describe the basic needs of humans, for survival (water, food and air) - I can describe the importance for humans of exercise. Activity: Explore the effect of exercise on their bodies. - I can understand the importance for humans of eating the right amounts of different types of food Activity: Classify food in a range of ways, including using the Eatwell Guide. - I can understand the importance for humans of hygiene. Activity: Investigate washing hands, using glitter gel.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly) , exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)

<u>Year 2 Spring Term 1</u>			
<u>Topic</u>	Objectives linked to curriculum	Working Scientifically	Vocabulary
<u>Plants (names and structure of plants.)</u>	- I can observe and describe how seeds and bulbs grow into mature plants - I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - I can understand Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. - I can understand mature plants may have flowers which then develop into seeds, berries, fruits etc. - I can understand Seeds and bulbs need to be planted outside at particular times of year - I can understand seeds and bulbs will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. - I can understand Plants also need different amounts of water and space to grow well and stay healthy.	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	New Vocabulary light, shade, sun, warm, cool, water, grow, healthy Year 1 vocabulary Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area

<u>Year 2 Spring Term 2</u>			
<u>Topic</u>	Objectives linked to curriculum	Working Scientifically	Vocabulary
<u>Uses of everyday materials(includes physical changes, squash, bend etc)</u>	- 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 - I can understand All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. - I can compare properties of materials. - I can classify materials using their properties. - I can choose what to make an object from based on the properties needed. - I can compare with the properties of the possible materials, identified through simple tests. - I can understand a material can be suitable for different purposes and an object can be made of different materials. - I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Suggested activities: Classify materials. Make suggestions about alternative materials for a purpose that are both suitable and unsuitable	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Names of materials – wood, metal, plastic, glass, brick, rock, paper, New Vocabulary transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/ twisting, squash/ squashing, bend/ bending, stretch/ stretching cardboard Properties of materials –Year 1 Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/ cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof,

	Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, Test materials for waterproofness to select the most appropriate for a rain hat		absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, opaque
<u>Year 2 Summer Term</u>			
<u>Topic</u>	<u>Objectives linked to curriculum</u>	<u>Working Scientifically</u>	<u>Vocabulary</u>
<u>Sound (sources/ Exploratory unit)</u>	- I can make sounds using the instruments. - I can block out sounds in various ways including hands over ears and covering ears with materials. - I can make sounds using everyday objects e.g. sound balloons / canisters. - I can make sounds using body parts e.g. clap hands, click fingers, whistle	WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment and measurement WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering, recording and communicating data and findings to help in answering questions. WS7 use scientific language and read and spell age appropriate scientific vocabulary WS8 begin to notice patterns and relationships.	Sound Sounds Faint Fainter Block sound Hear hearing Listen Change sound Ear Ears Direction Volume Loud Louder Quiet quieter pitch high higher low lower ear defenders/ protection