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| Year 2 National Curriculum Objectives |
| Autumn Term | Spring Term | Summer Term |
| **Everyday Materials**▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, 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. | **Animals, Including Humans**▪  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.  | **Living Things and their Habitats**▪  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.**Plants**▪ observe and describe how seeds and bulbs grow into mature plants.▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. |
| Year 2 Key Skills |
| **Everyday Materials**Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force).  | **Animals**Notice that animals have offspring which grow into adults. Find out about and describe the basic needs of animals for survival (water, food and air).**Humans** Notice that humans have offspring which grow into adults. Find out about and describe the basic needs of 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.Medicines can be useful when we are ill.Medicines can be harmful if not used properly.  | **Living Things and their Habitats**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 microhabitats.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. Different kinds of plants and animals live in different kinds of places. There are different kinds of habitat near school which need to be cared for. Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). Observe living things in their habitats during different seasonal changes. **Plants**Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (and how changing these affects the plant). Plants are living and eventually die. |
| Year 2 Working Scientifically |
| **Everyday Materials****Identify & Classify, Observe, Record, Questions, Find Answers, Test**Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).Observing closely.Identifying and classifying the uses of different materials.Recording their observations.Thinking about unusual and creative uses for everyday materials.  | **Animals****Observe, Questions, Find Answers**Observing, through video or first-hand observation and measurement, how different animals grow.Asking questions about what things animals need for survival suggesting ways to find answers to their questions.**Humans****Observe, Record, Questions, Find Answers**Observing, through video or first-hand observation and measurement, how humans grow.Recording their findings using charts.Asking questions about what things animals [humans] need for survival and what humans need to stay healthy.Suggesting ways to find answers to their questions. | **Living Things and their Habitats****Identify & Classify, Record, Questions, Find Answers, Observe**Sorting and classifying things as to whether they are living, dead or were never alive.Recording their findings using chartsDescribing how they decided where to place things. Exploring questions such as: ‘Is a flame alive? Is a deciduous tree dead in winter?’Talking about ways of answering their questions.Constructing a simple food chain that includes humans (e.g. grass, cow, human). Describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes). Finding out how the conditions affect the number and type(s) of plants and animals that live there.**Plants****Observe, Record, Test**Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb.Observing similar plants at different stages of growth.Setting up a comparative test to show that plants need light and water to stay healthy. |
| Year 2 Curriculum Enrichment Opportunities |
|  |  | OwlsSea Life Centre |
| Year 2 Vocabulary |
| **Everyday Materials**solidforcewaterproofbendsquashtwiststretch |  | **Animals, Including Humans**offspring hygiene medicine exercise  |  | **Living Things and their Habitats**livingnon livingmicro habitatsfood chainseasonsoffspring | **Plants**bulbwater lighttemperature germination |