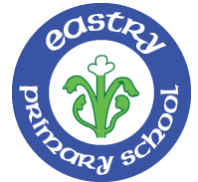
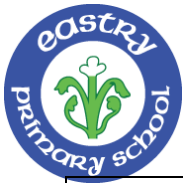




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	2
SUBJECT	Science
KEY VOCABULARY	<p>Habitats: alive, analyse, camouflage, carnivore, classify, coastal, dead, depend, diet, energy, excretion, food chain, growth, habitat</p> <p>Micro habitats: botanist, camouflage, characteristics, classification key, classify, comparative/fair test, conclusion, criteria, data, food chain, identify, invertebrate, method, conclusion</p> <p>Uses of everyday materials: bend block graph elastic fabric flexible glass material, metal object plastic property pull push record</p> <p>Animals – life cycles and health: adult, air, baby, basic needs, butterfly, child, carbohydrates, caterpillar, dairy, egg, exercise, fitness, food, frog.</p> <p>Plant growth: bulb, comparative test, conclusion, condition, diagram, energy, flower, germinate, growth, leaf, life cycle measure, nutrient, observe</p>
END POINTS KNOWLEDGE	<p>Plants</p> <p>To know that seeds and bulbs grow into seedlings by producing roots and shoots.</p> <p>To know that seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers.</p> <p>To know that seeds need water and warmth to germinate.</p> <p>To know that plants need water, light and a suitable temperature for growth and health.</p> <p>Animals including humans</p> <p>To understand how living things change, and that animals have offspring that grow into adults.</p> <p>To know which offspring comes from which parent animal.</p> <p>To know the stages in some animal life cycles.</p> <p>To know that animals, including humans, need water, food and air to survive.</p> <p>To understand the importance of exercise, a balanced diet and hygiene for humans.</p> <p>Living things and their habitats</p> <p>Ask questions to further their knowledge.</p> <p>Recall some life processes, giving examples of how they apply to plants and animals.</p> <p>Classify objects into alive, never been alive and was once alive, giving reasons for their choices.</p> <p>Match different plants and animals to their habitats.</p> <p>Give examples of how animals use their habitat for food and shelter.</p>



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



Recall that plants produce their own food for energy.

Name living things that are producers and place a producer at the beginning of a food chain.

Use arrows to show the order in a food chain.

Materials: Uses of everyday materials

Name objects with the same use that are made from different materials.

Name materials that are used to make objects with different uses.

Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.

Name properties that make materials suitable for their use.

Living things and their habitats : Microhabitats

Identify and name a variety of plants and animals.

Recall that minibeasts live in microhabitats.

Describe microhabitats and their conditions.

Describe how microhabitats provide for the basic needs of animals and plants.

Describe the job role of a botanist.

Animals – life cycle and health

Identify stages in the life cycles of different animals, including humans.

Describe the basic survival needs of animals.

Explain how to take care of personal hygiene.

Describe some positive effects of exercise.

Identify foods in different food groups.

Plants – plant growth

Recall that seeds have all the necessary parts inside for plants to grow.

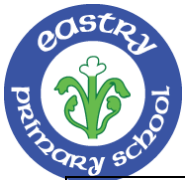
Recall that seeds need water and warmth to germinate.

Recognise that light is required for healthy plant growth.

Sequence the stages of a plant's life cycle.

Recognise the importance of healthy plant growth.

Describe the influences humans have on plants in the environment.



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



Working Scientifically Introduced Yr 1 and consolidated in yr 2

Posing questions

Exploring the world around them and raising their own simple questions.
Recognising there are different types of enquiry (ways to answer a question).
Responding to suggestions on how to answer questions

Planning

Beginning to recognise whether a test is fair.
With support, deciding if suggested observations are suitable.
Ordering a simple method.

Predicting

Suggesting what might happen, often justifying with personal experience.

Observing (qualitative data)

Using their senses to describe, in simple terms, what they notice or what has changed.

Measuring (quantitative data)

Using non-standard units to measure and compare.
Beginning to use standard units and read simple scales to measure and compare.
Beginning to use simple measuring equipment to make approximate measurements

Researching

Gathering specific information from one simplified, specified source.

Recording(diagrams)

Drawing and labelling simple diagrams

Recording tables

Using a prepared table to record results including: ● Numbers. ● Simple observations. ● Tally frequency.

Grouping and classifying

Grouping based on visible characteristics. Organising questions to create a simple classification key.

Graphing

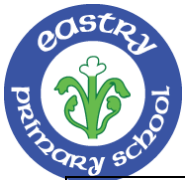
Representing data using pictograms and block graphs.

Analysing and drawing conclusions

Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.

Evaluating

N/A



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



IT HELPS IF I ALREADY KNOW

Plants Identify plants and their features. Recall some of the roles that flowering plant parts have. Name some trees and their parts. Identify similarities and differences between deciduous and evergreen leaves. Recall that seeds and bulbs come from plants. Recognise that seeds need water for growth

Animals including humans: Draw and label human body parts. Identify the body parts associated with each sense. Name and describe the physical features of a range of animals. Sort animals into groups based on their similarities and differences. Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. Recall the diets of carnivores, herbivores and omnivores

Living things and their habitats: This is an introductory unit

Materials: Name objects and identify the materials they are made from. Recognise that objects are made from materials that suit their purpose. Recall that a property is how a material can be described.