



Science

Year 2 Scheme of Work

Statutory requirements (National Curriculum)

Suggested activities

Autumn Term

Spring Term

Summer Term

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

Sort items into those that are alive, dead or never been alive.

Food chains. Identify the producer, predator and prey.

Go into the school woodland area looking at the micro-habitats.

Explore the difference between a habitat and a micro-habitat.

Work in small groups in the woodland area to create a habitat to observe.

Observe their habitat and identify any mini-beasts that they find.

Discuss habitats from around the world.

Polar habitat study.

Create a poster for saving the Great Barrier Reef. Focus on ocean habitat and looking at environmental issues.

Scientist study – Sir David Attenborough biography.

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| | <p>Presentation to the class of worldwide habitat of their choice (speaking and listening).</p> |
| <p>Plants</p> <ul style="list-style-type: none"> 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 | <p>Plant own sunflower seeds and record how they grow over a 4 week period.</p> <p>Investigation – what conditions are best for a seed to germinate? Set up 4 conditions – sunlight and water, sunlight no water, no sunlight and water, no sunlight and no water. Predict what we think is going to happen. Record results and evaluations.</p> <p>Label parts of a flowering plant.</p> <p>Lifecycle of a bean plant.</p> |
| <p>Animals including humans</p> <ul style="list-style-type: none"> 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 | <p>Lifecycle of a chick. Observation of the live chicks that have hatched from the eggs at Easter.</p> <p>Drawing of an animal and its baby. How does the animal change as it grows? Vocabulary focus on the offspring of animals.</p> <p>Different stages of the human timeline. Baby, toddler, child, teenager, adult, elderly.</p> <p>Basic needs of humans and animals – water, air, food.</p> <p>Describe a healthy diet. Create a balanced plate.</p> <p>Create a poster that highlights the importance of exercise.</p> <p>Describe ways in which humans keep themselves clean.</p> |

Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick 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.

Snowman concept cartoon – wearing a coat?

Vocabulary around materials.

Squash, bend, twist and stretch activity with objects (practical investigation)

Suitability of a material.

Materials investigation – Which material will make the most suitable coat for the snowman?