Year 2 Science Coverage

'As Scientists, we question how the world around us works so we can make predictions, experiment and explain our understanding.'			
Unit:	Hi Ho, Hi Ho!	A Whole New World	All at Sea
National Curriculum Science Knowledge taught as stand-alone lessons			**Animals (including humans)** • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
National Curriculum Science Knowledge Linked to topic	**Uses of 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)** • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**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) **Living Things and their habitat** • 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. **Living things and their habitat (revise for new habitat - coast)** • explore and compare the differences between things that are living, dead, and things that have never been alive • 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.

Year 2 Science Coverage

Subject Focus	In this topic we will explore and learn about different materials by studying the local area, and the coal mining industry in Hednesford. We will study the properties of different materials – bending, twisting, stretching etc to create a sculpture. We will start to look at why different materials are used for different products and purposes. We will also start to consider healthy eating by creating a food wheel and making a 'Miner's Pasty'.	In this topic we will learn about different creatures that live on different continents through Disney films (Africa- The Lion King, Europe/Norway- Frozen, Antarctica- Happy Feet, Australia and the Great Barrier Reef- Finding Nemo) and through these films, look at food chains and life cycles of different types of animal.	In this topic we will build on their knowledge of different UK habitats and the plants and creatures that live there. This follows on from the previous term's work. They will explore the difference between living things, dead things – such as shells, feathers etc, and things that have never lived. As they practice for sports day this term, they will revisit how to stay healthy and the importance of exercise.
Fab Five/ Top Ten	1. I can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use 2. I can label a picture or diagram of an object made from different materials 3. For a given object, I can identify what properties a suitable material needs to have	1. I can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child 2. I can measure/observe how animals, including humans, grow. 3. I can name a range of animals and plants that live in a habitat and micro-habitats that they have studied 4. I can talk about how the features of these animals and plants make them suitable to the habitat 5. I can talk about what the animals eat in a habitat and how the plants provide shelter for them 6. I can construct a food chain that starts with a plant and has the arrows pointing in the correct direction	1. I can describe how plants that they have grown from seeds and bulbs have developed over time 2. I can identify plants that grew well in different conditions 3. I can find a range of items outside that are living, dead and never lived

Year 2 Science Coverage

Topic specific Vocabulary	As Year 1 + objects paper cardboard purpose shape squash bend twist stretch	As Year 1 + child adult exercise diet hygiene healthy air food water As Y1 Plants + similar different habitat survive chain	As Year 1 + bulbs mature temperature light
	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.