Subject Area – Science **Year Group - 2**

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer 1	Summer 2
Knowledge	**Living things and their habitats**	**Living things and their habitats**	**Uses of everyday materials**	**Uses of everyday materials**	**Plants (across the year)**	**Animals including humans** **SRE differences**
Scientific enquiry	Pattern seeking Researching classifying	Pattern seeking Researching	Classifying Fair testing	Classifying Fair testing	Observing over time	Researching
Working scientifically skills	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results	To ask scientific questions To plan an enquiry To make a prediction To observe closely To measure accurately To gather/ record results
Building science capital	Climate change Environmental rights /issues Conservation	Climate change Environmental rights /issues Conservation	Builders and buildings (Site manager) Lab coats and goggles Science lab	Builders and buildings Making product/product design	Capel Manor Planting bulbs and seeds (autumn) Cress seeds (autumn) Sunflower seeds (summer) Tomato plants (summer)	Athletes Cooking
Composite knowledge	What are the differences between living things, things that are dead and things that have never been alive? Where do different animals live and why?	Where do different animals live and why? How and where do animals find their food?	Which materials are most suitable for different purposes and why?	Which materials are most suitable for different purposes and why?	How do plants grow? What do they need to thrive?	What do animals including humans need in order to survive and stay healthy?
Component knowledge	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	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	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including

	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	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.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	temperature to grow and stay healthy.	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.
Vocabulary	Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert	Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert	Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil	Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil	Seeds, Bulbs, Water, Light, Temperature, Growth	Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene Frogspawn, Tadpole, froglet, frog
Links to prior knowledge	<u>EYFS -</u> Shows care and concern for living things and the environment <u>Year 1 -</u> N/A	<u>EYFS -</u> Shows care and concern for living things and the environment <u>Year 1 –</u> N/A	<u>EYFS -</u> Beginning to be interested in and describe the texture of things. Manipulates materials to achieve a planned effect <u>Year 1-</u> Everyday materials	<u>EYFS -</u> Beginning to be interested in and describe the texture of things. Manipulates materials to achieve a planned effect <u>Year 1-</u> Everyday materials	<u>EYFS -</u> Developing an understanding of growth, decay and changes over time Looks closely at similarities, Shows care and concern for living things and the environment differences, patterns and change. <u>Year 1 –</u>	<u>EYFS -</u> Shows care and concern for living things and the environment <u>Year 1 –</u> Animals including Humans

					Plants	
Key knowledge for assessment	To explain the difference between living, dead never alive. To explain why animals chose specific locations to live. To identify a variety of habit types.	To explain why animals chose specific locations to live. To identify a variety of habit types. To describe a food chain and explain the links between animals.	To describe properties of materials. To identify the most suitable materials for a purpose based on their properties and explain my choices.	To describe properties of materials. To identify the most suitable materials for a purpose based on their properties and explain my choices.	To identify what plants need in order to grow and survive. To explain the effect of environment on plant growth.	To identify what humans need for survival. To explain the life cycles of a living thing. To explain the effect of human actions on our body (exercise/healthy eating)
Cross-curricular links	**Living things and their habitats** Literacy: penguins	**Living things and their habitats**	**Uses of everyday materials**	**Uses of everyday materials**	**Plants (life cycles)** Art: observational drawing of seeds, bulbs and flowering plants.	**Animals including humans** **SRE differences**
Oracy & Outdoor learning links	Mini beasts hunt. Reporting back on habitat research.		Outdoor materials hunt.		Planting bulbs (A1).	