

SCIENCE CURRICULUM– YEAR 2

THEME	KNOWLEGDE	SCIENTIFIC INVESTIGATION SKILLS
Living Things and their habitats	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p>	<p><u>Planning & Communication</u> Describe their observations using some scientific vocabulary</p> <p>Use a range of simple texts to find information</p> <p>Suggest how to find things out</p> <p>Identify key features</p> <p>Ask questions</p>
Animal including Humans	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><u>Investigation & Observing</u> Use simple equipment provided to aid observation</p> <p>Compare objects, living things or events</p> <p>Make observations relevant to their task</p> <p>Begin to recognise when a test or comparison is unfair</p> <p>Use first hand experiences to answer questions</p>
Plants	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u>Observing & Recording</u> Respond to questions asked by the teacher</p> <p>Ask questions</p> <p>Collect and record data (supported by the teacher)</p>

		<p>Suggest how they could collect data to answer questions</p> <p>Begin to select equipment from a limited range</p>
<p>Uses of everyday materials</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Compare how things move on different surfaces</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Considering Evidence and Evaluating</u></p> <p>Say what has happened</p> <p>Say what their observations show and whether it was what they expected</p> <p>Begin to draw simple conclusions and explain what they did</p> <p>Begin to suggest improvements in their work</p>