



Science Long Term Plan: Year 2

What are the aims and intentions of this curriculum?

Our school science curriculum is aligned to the national curriculum for science, which aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Term	Topic	Key Learning	Key Vocabulary
Autumn 1	Living things and their habitats	<p>Know the difference between things that are living, dead and things that have never been alive.</p> <p>Know that most living things live in a habitat to which they are suited.</p> <p>Know that different habits provide the basic needs of different animals and plants.</p> <p>Know how plants and animals depend on each other.</p> <p>Know the names of plants and animals and their habitat (including micro-habitats).</p> <p>Use simple secondary sources to observe over time</p> <p>Notice patterns from observations</p> <p>Use observations to suggest answers to questions</p> <p>Use observations to classify</p> <p>Identify criteria to sort</p> <p>Perform a simple test</p> <p>Answer questions developed with the teacher</p> <p>Record measurements using a prepared table and pictogram</p> <p>Use measurements to suggest answers to questions</p>	<p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>
Autumn 2	Use of everyday materials	<p>Know the suitability of a variety of everyday materials (wood, metal, plastic, glass, brick, rock, paper and cardboard) for a particular use.</p> <p>Know that the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</p> <p>Use practical resources to compare</p> <p>Use observations to classify</p> <p>Identify criteria to sort</p> <p>Sort using tables and simple diagrams</p> <p>Perform a simple test</p>	<p>Wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber, suitable/unsuitable, use/useful, hard/soft, stretchy/stiff, rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape,</p>



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		Record observations using pictures	push, pull, twist, squash, bend, stretch.
Spring	Animals (including humans)	<p>Know that animals, including humans, have offspring that grow into adults. Know the basic needs of animals, including humans (water, food, air). Know that:</p> <ul style="list-style-type: none">• Exercise• Eating the right amounts of different foods• Hygiene <p>Are important to humans. Observe over time Notice patterns from observations Make simple comparisons Perform a simple test Answer questions developed with the teacher Measure using non-standard units Use measurements to suggest answers to questions Use simple secondary sources to describe</p>	offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, pulse, breathing, hygiene, germs, disease, nutrition, food types (examples – meat, fish, vegetables, bread, rice, pasta).
Summer	Plants	<p>Know how seeds and bulbs grow into mature plants. Know that plants need water, light and warmth to grow and stay healthy. Observe using simple equipment Measure using non-standard units Answer questions developed with the teacher Perform a simple test Make simple comparisons Record observations using pictures, writing, drawing and labelled diagrams Use observations to suggest answers</p>	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, shoot, light, shade, sun, warm, cool, water, grow, health.