

SCIENCE CURRICULUM OVERVIEW LINKED TO NATIONAL CURRICULUM.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals and their Habitats	Living things and their Habitats	Plants	Animals Including Humans	Animals Including Humans	Every day materials
<p>Working scientifically ks1w1: asking simple questions and recognising that they can be answered in different ways ks1w2: observing closely, using simple equipment ks1w3: performing simple tests ks1w4: identifying and classifying ks1w5: using their observations and ideas to suggest answers to questions ks1w6: gathering and recording data to help in answering questions</p>	Children match a range of animals to their habitats. They explain things that the habitats provide the animals with		Children learn about the pollination of flowering plants by flying insects. They complete a diagram showing the main stages in the insect pollination process.	Children learn about life cycles. They match images to the correct place on a diagram and create 3 life cycles of their own.		Children identify the materials from which common objects are made.
	Children look at 12 pictures. They place them into 2 groups - living and non-living.		Children learn about the four main parts of a plant - leaves, flower, stem and roots. They colour and label a diagram of a plant, describing the functions of its four main parts.	Children sequence five pictures showing the stages of a human life (male). They match labels and descriptions to the pictures.		Children carry out an investigation into the properties of 10 small objects. They predict and test whether it is magnetic, transparent, floats, or can be squashed or stretched.
	Children look at 16 different objects and attempt to classify them as alive, dead or never alive.		Children learn about the life cycle of a simple flowering plant - germination, growth, flowering and seed production. They complete and label a diagram of a plant's life cycle and explain the four stages.	Children match four different animals to their offspring and explain what changes have taken place as it has grown.		Children learn about objects, materials, and properties. They look at 8 objects, identify the materials they are made from, and explain why they are suitable in each situation.
<p>Knowledge and Understanding Statutory requirement 2a1: explore and compare the differences between things that are living, dead, and things that have never been alive 2a2: 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 2a3: identify and name a variety of plants and animals in their habitats, including micro-habitats 2a4: describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and</p>	Children read about what adaptations are. They match four animals to their habitats and discuss two adaptations that each animal has that enable them to survive in their habitat.		Children plant hyacinth bulbs and help them to grow by giving them soil, water and sunlight. Over a six-week period, children measure the height of the plant, sketch it and describe it	Children discuss what humans need to survive. They cut out pictures of 8 things and sort them into groups - essential and non-essential to survival.		Children use a word bank of materials and their properties to choose the right material for 8 different situations. They draw a picture and explain their reasons.
	Children name a variety of familiar animals and plants. They think about ways to group them.		Children learn about germination. They carry out an investigation into what seeds need to germinate. They set up 6 pots, 5 of which have one ingredient missing. They make predictions, and after 1 week, sketch and describe what has happened.	Children discuss what animals need to survive and group 8 pictures into 2 groups - things that animals need to survive and things that they do not need.		Children learn about objects, materials and properties. They look for objects in the classroom, identify their main materials and draw pictures of them, grouping by material.
	Children carry out a field investigation into three local micro-habitats. They predict what they might see, draw what they can see, and after the investigation compare and contrast the three micro-habitats.		Children learn about the function of bulbs. They carry out an investigation into what bulbs need to start growing again.	Children learn about the importance of cleanliness when preparing food and eating. They carry out a matching activity with problems and solutions.		Children learn about how metals are made. They carry out an investigation into the properties of up to 8 metal objects.

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<p>name different sources of food. 2b1: observe and describe how seeds and bulbs grow into mature plants 2b2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 2c1: notice that animals, including humans, have offspring which grow into adults 2c2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 2c3: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 2d1: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 2d2: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Children learn how to read and explain a food chain. They create four of their own food chains, each containing three organisms.</p>		<p>Children think about the 3 most important things needed for healthy plant growth. They use this to plan and carry out an investigation.</p>	<p>Children learn about the benefits and effects of exercise. They carry out an investigation into the muscles used when performing different activities.</p>		<p>Children learn about three inventors of new materials - John Dunlop, John McAdam, and Charles Macintosh. They match statements to the correct inventor.</p>
	<p>Children read about food chains which start with a producer and end with a human being. They use pictures to create 3 food chains, with 2, 3 and 4 elements.</p>		<p>Children investigate the needs of 4 different plants. They make predictions and observe the plants over a 3-week period.</p>	<p>Children learn about the 5 food groups and how they keep us healthy. They sort 25 different foods into their groups in a cut and paste activity.</p>		<p>Children carry out an investigation into how they can change the shape of up to 8 classroom objects. They predict before they test and then discuss their findings.</p>

