

Science – Year 2 - Long Term Plan

| | National Curriculum Coverage | Assessment |
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| Autumn | <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - 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. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> - 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) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <ul style="list-style-type: none"> • Can find a range of items outside that are living, dead and never lived • Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied • Can talk about how the features of these animals and plants make them suitable to the habitat • Can talk about what the animals eat in a habitat and how the plants provide shelter for them • Can construct a food chain that starts with a plant and has the arrows pointing in the correct direction <hr/> <ul style="list-style-type: none"> • Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages • Can state the basic needs of animals, including humans, for survival • Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Spring | <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> • 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 • Can label a picture or diagram of an object made from different materials • For a given object can identify what properties a suitable material needs to have • Whilst changing the shape of an object can describe the action used • Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot • Can recognise that a material may come in different forms which have different properties |

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| Summer | Plants <ul style="list-style-type: none">- 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. | <ul style="list-style-type: none">• Can describe how plants that they have grown from seeds and bulbs have developed over time• Can identify plants that grew well in different conditions |
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Assessment – working scientifically

- 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