

Science Curriculum Overview – Year Two

Science Lead – Mrs C Brayson

Term	Topic	Subject Specific Vocabulary	Knowledge and Skills Children will be able to:
Autumn 1	Animals including Humans (2 weeks)	stick insects, adult, teenager, baby, child, air, oxygen and grow, germs, nymph, bramble, life cycle, larva, pupa, cocoon, metamorphosis, offspring, survival, exercise, hygiene, nutrition	<ul style="list-style-type: none"> • Notice that animals, including humans have offspring that grow into adults • Find out about and describe the basic needs of animals including humans for survival • Describe the importance for humans of exercise, eating the right amounts of different food and hygiene • Observe closely using simple equipment • Ask simple questions and use secondary sources of information • Use observations/ideas to suggest answers to questions • Recognise that questions can be answered in different ways • Perform simple tests
Autumn 1	Living Things	living, dead, never alive, breathe, move, drink, grow, reproduce	<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 • Classify • Use observations/ideas to suggest answers to questions
Autumn 2	Plants	water, light, soil, bulb, root, stem, flower, leaves, seeds, temperature, suitable, equipment	<ul style="list-style-type: none"> • Observe and describe how bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Observe using simple equipment • Ask questions recognising they can be answered in different ways • Gather/record data to help answer questions
Spring 2	Materials (week 1)	materials, uses, wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending,	<ul style="list-style-type: none"> • Identify/compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Perform simple tests/to gather data to answer questions
Spring 2	Materials (week 2)	twisting, stretching, John Dunlop (rubber), Charles Macintosh (waterproof fabric)	<ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching • Perform simple tests/gather data to answer simple questions
Summer 1	Plants - Seeds	Water, light, suitable temperature, wild plants, garden plants, seeds, leaf, plant, stem, root, leaves,	<ul style="list-style-type: none"> • Find out and describe how plants need water light and a suitable temperature to grow and stay healthy • Observe using simple equipment/to use their observations/ideas to suggest answers to questions

		bud, flowers, blossom, petal, grow, healthy, deciduous, evergreen, trunk, branches, germination, reproduction	
Summer 2	Animals and their Habitats (week 1)	Living, dead, never alive, habitats, micro-habitats, food, food chain, sun, grass, cow, human, alive, healthy, logs, leaf litter, stony path, under bushes, shelter, seashore, woodland, ocean, rainforest, desert, conditions, hot, warm, cold, dry, damp, wet, bright, shade, dark	<ul style="list-style-type: none"> • Identify and name a range of plants and animals and their habitats, including micro-habitats, explain how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Ask and answer questions/observe/identify and classify
Summer 2	Animals and their Habitats (week 2)		<ul style="list-style-type: none"> • 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. • Ask and answer simple questions/identify and classify/to gather data to find answers to questions