



## Y2 Science

| Working Scientifically (WS)   | Plants (P)   | Animals inc Humans (AH)   | Everyday Materials (EM)   | Living Things and Their Habitats (LH)  |
|---|--|---|---|--|
| <b>WS 1-</b> I can observe closely, using simple equipment and measurement                          | <b>P1-</b> I can observe and describe how seeds and bulbs grow into mature plants  | <b>AH 1-</b> I can notice that animals, including humans, have offspring which grow into adults                                     | <b>EM1-</b> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | <b>LH1-</b> I can explore and compare the differences between things that are living, dead, and things that have never been alive.   |
| <b>WS 2-</b> I can perform simple tests   | <b>P2-</b> I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <b>AH 2-</b> I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)     | <b>EM2-</b> I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.                                      | <b>LH2-</b> I can 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 |
| <b>WS 3-</b> I can identify and classify  |  | <b>AH 3-</b> I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |   | <b>LH3-</b> I can identify and name a variety of plants and animals in their habitats, including micro-habitats.   |
| <b>WS 4-</b> I can use my observations and ideas to suggest answers to questions                    |  |   |   | <b>LH4-</b> I can 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.  |
| <b>WS 5-</b> I can gather, record and communicate data and findings to help in answering questions  |  |   |   |  |
| <b>WS 6-</b> I can use scientific language and read and spell age-appropriate scientific vocabulary |  |   |   |  |



| Autumn<br>Africa                              | Spring 1<br>Wind In The Willows                    | Spring 2<br>Wind In The Willows                                    | Summer<br>An Eye on London                    |
|---|--|--|---|
| WS1<br>WS2<br>WS5<br>WS6<br>AH1<br>AH2<br>AH3 | WS1<br>WS2<br>WS3<br>WS4<br>WS5<br>WS6<br>P1<br>P2 | WS1<br>WS2<br>WS3<br>WS4<br>WS5<br>WS6<br>LH1<br>LH2<br>LH3<br>LH4 | WS1<br>WS2<br>WS3<br>WS4<br>WS6<br>EM1<br>EM2 |

| Vocabulary  | Vocabulary  | Vocabulary   | Vocabulary   |
|---|---|--|--|
| <p style="text-align: center;"><b><u>Animals Including Humans</u></b></p> <p>Offspring, reproduction, growth, child, offspring, young/old stages exercise, heartbeat, breathing, air, oxygen, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p> | <p style="text-align: center;"><b><u>Plants</u></b></p> <p>Trees, evergreen, deciduous, branches, trunk, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, stem light, shade, sun, warm, cool, water, grow, healthy, germinate</p> | <p style="text-align: center;"><b><u>Living Things and Their Habitats</u></b></p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, prey, predator, shelter, move, feed, habitats, microhabitats</p> | <p style="text-align: center;"><b><u>Everyday Materials</u></b></p> <p>Material, wood, plastic, glass, paper, fabric, metal, rock, transparent, translucent, opaque, hard, soft, smooth, shiny, rough, flexible, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/puling, twist/twisting, squash/squashing. bend/bending, stretch/stretching</p> |

**Working Scientifically**

Investigation, question, investigation cycle, predict, method, answer, results, record, diagram, chart, compare, contrast, describe, observe, measure, equipment, identify, classify, sort, group, communicate,



| I will know....   | I will know....   | I will know....  | I will know....  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>○ that animals have offspring which change as they grow (such as caterpillars becoming butterflies and chicks growing into hens)</li><li>○ the different stages of human growth (baby, toddler, child, teenager, adult, elder)</li><li>○ that animals such as humans need air, food, drink and shelter to survive</li><li>○ that a human needs a balanced diet in order to be healthy and what this contains</li><li>○ the different food groups and be able to give examples (such as protein is in meat and beans)</li><li>○ that humans need daily exercise and can give examples (such as running, walking, playing football)</li><li>○ how my body changes when I exercise (such as I become hot, my heart rate increases)</li><li>○ why it is important to have good levels of hygiene (such as brushing teeth and keeping clean)</li></ul> | <ul style="list-style-type: none"><li>○ how seeds and bulbs change as they grow into plants (such as they grow roots underground)</li><li>○ the name of the main parts of a plant and their job (such as roots keep the plant sturdy and gather water and nutrients from the soil)</li><li>○ what plants need to grow and stay healthy (sunlight, warmth, water and food)</li></ul> | <ul style="list-style-type: none"><li>○ the difference between things that are alive, dead and that have never been alive</li><li>○ what a habitat is and why it is important to the animals that live there</li><li>○ why habitats differ depending on who lives there (such as moles live underground as they like the dark and are protected from larger animals)</li><li>○ that different plants prefer different conditions and habitats</li><li>○ the names of common plants and animals, naming their habitat or microhabitat</li><li>○ that animals get their food from plants and or animals and can use a simple food chain to show this</li></ul> | <ul style="list-style-type: none"><li>○ the names of common materials</li><li>○ that some materials are natural and some are man made</li><li>○ why materials are best suited to different purposes (such as glass is good for a window as you can see through it, cardboard would not be good to make a house with as it will collapse when wet)</li><li>○ that some solid objects can change shape due to squashing, pulling, bending or twisting (such as cotton wool, soft clay, fabric)</li></ul> |



### Working Scientifically

- how to observe things over time to see how they change
- how to carry out simple tests using the investigation cycle
- how to record data
- how to make suggestions using what I have found out
- a range of scientific vocabulary and be able to read and spell these correctly