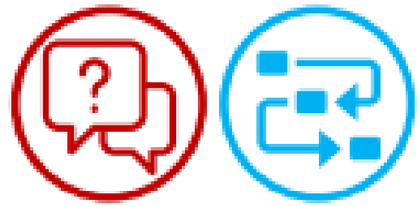
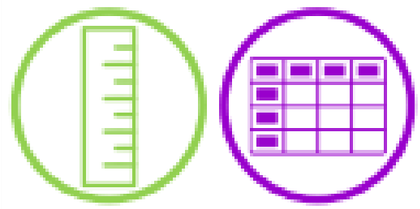
St. Anne's Catholic Primary School: Year 2 Science Curriculum

Term	Science topic and famous scientist	National Curriculum Objectives
Autumn 1	Animals including humans Elmer McCollum	• 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.
Autumn 2	Use of everyday materials John Dunlop Charles Macintosh	• 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.
Spring 1	Use of everyday materials Living things and their habitats Rachel Carson	• To invent a new use for a material. • To research people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam (famous scientists). • 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.
Spring 2	Living things and their habitats	• Identify and name a variety of plants and animals in their habitats, including microhabitats. • 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.
Summer 1	Plants Jeanne Baret	• 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. • To plant a seed and observe its growth.

Summer 2	Plants	• To work scientifically by setting up a comparative test between different plants (different conditions for growth). • To describe why plants need water, light and a suitable temperature to grow.

Working Scientifically

National Curriculum working scientifically statement	PLAN guidance	Science skills
Asking simple questions and recognising that they can be answered in different ways	• While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. • The children answer questions developed with the teacher often through a scenario. • The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	
Observing closely, using simple equipment	• Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. • They begin to take measurements, initially by comparisons, then using non-standard units.	
Performing simple tests	• The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.	
Identifying and classifying	• Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. • They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	

Using their observations and ideas to suggest answers to questions	• Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. • The children recognise 'biggest and smallest', 'best and worst' etc. from their data.	
Gathering and recording data to help in answering questions	• The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. • They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. • They classify using simple prepared tables and sorting rings.