



## Year 2 Science Curriculum Overview

Based on White Rose Science Scheme (To be read alongside the National Curriculum)

<b>Year 2</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b>National Curriculum</b>
<b><u>Autumn</u></b>	Animals' needs for survival  Humans	Materials  <b>Sustainability: Plastic</b>	<b><u>Animals, including humans</u></b> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<b>Disciplinary knowledge</b>  (How are you teaching it?)  <b>(Skills)</b>	<ul style="list-style-type: none"> <li>Ask simple questions about humans</li> <li>Identify and classify needs for survival</li> <li>Use observations and ideas to suggest answers about humans and animals</li> </ul>	<ul style="list-style-type: none"> <li>Observe materials closely</li> <li>Perform simple tests using different materials</li> <li>Identify and classify materials</li> <li>Use observations and ideas to suggest answers to questions</li> </ul>	<b><u>Uses of everyday materials</u></b> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<b>Substantive knowledge</b>  (What are you teaching? /what are children learning?)  <b>(Knowledge)</b>	<ul style="list-style-type: none"> <li>Understands that animals, including humans, have offspring which grow into adults</li> <li>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials</li> <li>Materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>Understand how plastic is helpful and harmful to the environment</li> </ul>	



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	<u>Spring 1</u>	<u>Spring 2</u>	<u>National Curriculum</u>
<b><u>Year 2</u></b> <b><u>Spring</u></b>	Plants (light and dark)  Living things and their habitats	Living things and their habitats  Plants (light and dark)	<b><u>Living things and their habitats</u></b>
<b>Disciplinary knowledge</b>  (How are you teaching it?) <b>(Skills)</b>	<ul style="list-style-type: none"> <li>Ask questions about what plants are</li> <li>Make careful observations about living things and their habitats</li> <li>Use practical resources from outside to gather evidence to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about local area and habitats</li> <li>Use appropriate senses to describe findings</li> <li>Make careful observations about plants</li> <li>Compare living things and habitats</li> <li>Sort and group habitats</li> <li>Sort and group animals into food chains</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> </ul>
<b>Substantive knowledge</b>  (What are you teaching? /what are children learning?) <b>(Knowledge)</b>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify parts of a plant</li> <li>Explain what plants needs to grow and how light and dark affects plants</li> <li><a href="#">Same objectives in Spring Term 2 with additional objectives for living things and their habitats</a></li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited</li> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Different habitats include polar, desert, ocean, woodland and microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</li> <li>Identify parts of a plant</li> <li>Explain what plants needs to grow and how light and dark affects plants</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>



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	<u>Summer 1</u>	<u>Summer 2</u>	<u>National Curriculum</u>
<b><u>Year 2</u></b> <b><u>Summer</u></b>	Plants (bulbs and seeds)  Growing Up	Bulbs and Seeds  Growing Up  Sustainability - Wildlife	<b><u>Plants</u></b>  <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <b><u>Animals, including humans</u></b>  <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> </ul>
<b>Disciplinary knowledge</b>  (How are you teaching it?)  (Skills)	<ul style="list-style-type: none"> <li>Ask and answer questions about plants</li> <li>Make observations about humans and animals</li> <li>Take measurements of plants</li> <li>Identify patterns in plant growth</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about wildlife</li> <li>Explore plants and wildlife in the local area</li> <li>Observe and describe plants</li> <li>Record observations using drawings</li> </ul>	
<b>Substantive knowledge</b>  (What are you teaching? /what are children learning?)  (Knowledge)	<ul style="list-style-type: none"> <li>Identify the difference between a bulb and a seed</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Understands that animals, including humans, have offspring which grow into adults</li> <li>Understand and explain the life cycles of different mammals, amphibians and butterflies</li> <li>Identify patterns between the life cycles of different animals</li> </ul>	<ul style="list-style-type: none"> <li>Explain the findings from what grows from bulbs and seeds</li> <li>Observe a butterfly or other living animal grow and change</li> <li>Understand the importance of wildlife</li> <li>Know how we can help and protect wildlife</li> </ul>	