

Science Planning For Year 2

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>Year 2 Everyday materials (Could be covered in either of these areas)</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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p>	<p>Year 2 Animals including humans</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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p>		<p>Year 2 Living things and their habitats (Could be covered in either of the Summer terms)</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>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p>	<p>Year 2 Plants (be aware that the bulbs element may need to be looked at earlier in the year e.g spring bulbs)</p> <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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, and finding things out using secondary sources

Working Scientifically to be covered during the year and fully achieved and understood by the end of KS1 (PoS+Overview)

- Asking simple questions and recognising that they can be answered in different ways
- Be curious and ask questions
- Using different types of scientific enquiry to answer their own questions, including: observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources
- 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
- Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

Additional overview comments:

- To enable pupils to experience and observe phenomena, looking more closely at the natural and humanly- constructed world around them. Learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.
- Helped to develop their understanding of scientific ideas.
- Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

