

Aims National Curriculum Aims for Key Stage 1 & 2

All Pupils should have opportunity to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

**Science
Year 2**

Curriculum Objectives	Can I Objectives	In my Pride	Dark, Dark House	What did you say?	Seaside Rescue	The Bottom of the Garden	Food, Glorious Food
LIVING THINGS AND THEIR HABITATS: Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Habitat, micro-habitat, seashore, beach, woodland, ocean, rainforest, riverbank, deciduous, food chain, producer, prey, sustainable						
LIVING THINGS AND THEIR HABITATS - explore and compare the differences between things that are living, dead, and things that have never been alive W/S: Identifying and classifying	Can I explore and compare the difference between things that are living, dead and things that have never been alive?						
LIVING THINGS AND THEIR HABITATS - 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	Can I identify that most living things live in habitats to which they are suited? Can I use a pooter to look at minibeasts and how they are adapted to their environments?						

<p>of animals and plants, and how they depend on each other W/S: Identifying and classifying W/S: Observing closely, using simple equipment</p>	<p>Can I describe how different habitats provide for the basic needs of different kinds of animals and plants? Can I begin to understand how the plants and animals in a habitat depend on each other?</p>						
<p>LIVING THINGS AND THEIR HABITATS - identify and name a variety of plants and animals in their habitats, including micro-habitats W/S: Identifying and classifying</p>	<p>Can I identify and name a variety of plants and animals in their habitats, including micro-habitats? Can I compare plants and animals from my local environment with those from less familiar habitats (seashore, woodland, ocean, rainforest)?</p>						
<p>LIVING THINGS AND THEIR 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>	<p>Can I describe how animals obtain their food from plants and other animals, using the idea of a simple food chain? Can I identify and name different sources of food on a food chain?</p>						
<p>LIVING THINGS AND THEIR HABITATS): Uses and implications of science today and for the future</p>	<p>Can I learn why scientists seek to protect certain habitats? Can I think about what I can do to protect certain habitats?</p>						
<p>EXPERIENCES- LIVING THINGS AND THEIR HABITATS: Pupils should look at their local environment to study plants and animals within their habitat.</p>							
<p>PLANTS: Pupils should read and spell scientific vocabulary at a level consistent with their</p>	<p>Can I use, spell and understand scientific vocabulary?</p>						

increasing word reading and spelling knowledge	Germination, growth, survival, reproduce, reproduction, seed, bulb,						
PLANTS - observe and describe how seeds and bulbs grow into mature plants	Can I observe and describe how seeds and bulbs grow into mature plants?						
PLANTS - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. W/S: Using their observations and ideas to suggest answers to questions W/S: Performing simple tests	Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?						
PLANTS: Uses and implications of science today and for the future	Can I think about how scientists are working to develop sustainable farming and why this is important for people?						
EXPERIENCES- PLANTS: Pupils should use their local environment throughout the year to look at how things grow/change. Pupils should experiment with what a plant needs for germination/survival (cress)							
ANIMALS, (Inc. HUMANS): Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Nutrition, exercise, survival, reproduction, growth, hygiene, offspring, Egg, chick, chicken, egg, caterpillar, pupa, butterfly, spawn, tadpole, frog, lamb, sheep, Baby, toddler, child, teenager, adult,						
ANIMALS, (Inc. HUMANS) - notice that animals, including	Can I notice that animals, including humans, have offspring which grow into adults?						

humans, have offspring which grow into adults	Can I identify that offspring are like their parents in some but not every way?						
ANIMALS, (inc. HUMANS) - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?						
ANIMALS, (inc. HUMANS) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene W/S: Gathering and recording data to help in answering questions.	Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene? Can I investigate what exercise does to my body? (heart rate/breathing/strong muscles)						
ANIMALS, (inc. HUMANS) Uses and implications of science today and for the future	Can I learn about how scientists help us to survive in many different habitats/environments? (Deep sea diving, polar exploration, space travel)						
EXPERIENCES- ANIMALS (inc. HUMANS): Children should be given opportunity to observe growth (chicks/butterflies). Children to think about their own growth and the growth of others (baby, toddler, child, teenager, adult)							
USES OF EVERYDAY MATERIALS: Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Purpose, use, wood, metal, plastic, glass, brick, rock, paper, cardboard, solid, squash, bend, twist, stretch,						

<p>USES OF EVERYDAY MATERIALS -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>W/S: Using their observations and ideas to suggest answers to questions</p> <p>W/S: Performing simple tests</p>	<p>Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</p> <p>Can I recognise that some materials are used for many things? (metal-cans, cutlery, coins, cars)</p> <p>Can I recognise that different materials are used for the same thing? (wooden, metal and plastic spoon)</p>						
<p>USES OF EVERYDAY MATERIALS - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>W/S: Using their observations and ideas to suggest answers to questions</p> <p>W/S: Performing simple tests</p>	<p>Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p>						
<p>USES OF EVERYDAY MATERIALS Uses and implications of science today and for the future</p>	<p>Can I learn about scientists who have developed new materials? e.g. John Dunlop, Charles Macintosh, John McAdam</p>						

EXPERIENCES- USES OF EVERYDAY MATERIALS Children should look at the use of everyday materials found in a range of places (school, home, street) and know that some materials are mentioned in stories, songs and rhymes (3 little pigs)

SEASONAL CHANGES: Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge	Can I use, spell and understand scientific vocabulary? Spring, Summer, Autumn, Winter, Thunder, Lightning, Rain, Storm, Snow, Sleet, Hail, Sunshine, Cloudy, Misty, Foggy, Rainbow		<input checked="" type="checkbox"/>				
SEASONAL CHANGES - Observe changes across the four seasons W/S: Asking simple questions and recognising that they can be answered in different ways	Can I observe changes across the four seasons? Can I ask questions about the weather? Can I be supported to find out the answers using a range of sources and experiences?		<input checked="" type="checkbox"/>				
SEASONAL CHANGES - Observe and describe weather associated with the seasons and how day length varies. W/S: Observing closely, using simple equipment	Can I observe and describe weather associated with the seasons and how day length varies? Can I begin to understand why the weather changes daily/seasonally?		<input checked="" type="checkbox"/>				
SEASONAL CHANGES - Uses and implications of science today and for the future	Can I learn how scientists investigate climate change?		<input checked="" type="checkbox"/>				

EXPERIENCES- SEASONAL CHANGES: Pupils should observe the weather and begin to understand why these changes occur (introducing natural phenomena).

Working Scientifically- Planned Investigations	In my Pride	Dark, Dark House	What did you say?	Seaside Rescue	The Bottom of the Garden	Food, Glorious Food
W/S: Asking simple questions and recognising that they can be answered in different ways		<input checked="" type="checkbox"/>				
W/S: Observing closely, using simple equipment		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
W/S: Performing simple tests			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

<i>W/S: identifying and classifying</i>	✓			✓		
<i>W/S: Using their observations and ideas to suggest answers to questions</i>			✓		✓	
<i>W/S: Gathering and recording data to help in answering questions.</i>	✓					✓