

Science Curriculum - Year 2

Key: Biology 

Physics 

Chemistry 

Living things and their habitats

- I can explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.

Ideas for working scientifically: Sort and classify things according to whether they are living, dead or were never alive, record findings using charts. Explore questions e.g. 'Is a flame alive? Is a deciduous tree dead in winter?' Talk about ways of answering their questions. Construct a simple food chain that includes humans (e.g. grass, cow, human). Describe conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Plants

- I can observe and describe how seeds and bulbs grow into mature plants
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Ideas for working scientifically:

Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observe similar plants at different stages of growth, set up a comparative test to show that plants need light and water to stay healthy.

Animals, including humans

- I can notice that animals, including humans, have offspring which grow into adults
- I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Ideas for working scientifically:

Observe through video or first-hand observation and measurement, how different animals, including humans, grow. Ask questions about what things animals need for survival and what humans need to stay healthy. Suggest ways to find answers to their questions.

Uses of everyday materials

- 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
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Ideas for working scientifically:

Compare uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs). Observe closely, identifying and classifying the uses of different materials, recording observations.