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| **Year 2 Science** | | |
| **Working Scientifically** | **Living things and their habitats** | **Plants** |
| * Ask questions and know they can be answered in different ways * Watch closely using equipment * Name and group * Use observations and ideas to suggest answer to questions * Collect and record data to help answer questions   Observation over time  Pattern seeking  Identifying and classifying  Research  Comparative & fair test | * 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 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. | * 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.   *Inspirational person link: George Washington Carver (Botanist*  *Or Tayshan Hayden-Smith (contemporary garden)* |
| **Greater depth** | | |
| * observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length. * With support, use evidence to produce a simple conclusion * Recognise patterns that relate to scientific ideas when prompted. | * Identify a range of living things and suggest why they may be found in that habitat. * Suggest, within a simple food chain, what might happen if one of the living things becomes scarce. * Explain why there may be a limit as to how many of a certain living thing can live in a particular area | * Identify the effects of a shortage of each of the things that plants need to grow and stay healthy * Compare and contrast the growth patterns of different types of plants |

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| **Animals including humans** | **Uses of Everyday Materials** |  | |
| * 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   *Inspirational person link: Hayat Sindi* | * 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.   *Inspirational person link : Stephanie Kwolek* |  | |
| **Greater depth** | | | |
| * Compare and contrast adults and their offspring for different animals. * Suggest how the basic needs of different animals influences their choice of habitat. * Suggest effects of poor diet and hygiene. | * Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses * For particular materials in particular uses, identify limitations as well as suitability | |  |

**Different types of investigations**

Classification Observation over time

Pattern Seeking Research

Comparative/fair testing