Year 2 Art			
Generating Ideas (All)	**Making (Specialist teacher = Red)**	**Evaluation (All)**	**Knowledge and Understanding (All)**
▪ Recognise ideas can be expressed in artwork. ▪ Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them). ▪ Try out different techniques and make sensible choices about what to do next. ▪ Use drawing to record ideas and experiences. ▪ Set out and talk about ideas, using 'annotation' in sketch books	Drawing: Experimental and observational drawing from observation using different media. Drawing from the imagination. Painting: Understand different watercolour techniques. Understand warm and cool colours. Use different brush sizes. Print: Make a repeat pattern by pressing objects or drawing into clay or poly-board and printing. Sculpture/3D: Use paper sculpture to create different forms by folding and cutting. Construct and join recycled and man-made materials. Manipulate modelling material to create different forms. Textiles/Mixed Media: Create textured collages through a variety of materials including rubbings. Digital/Photography: Use ICT to create patterns informed by drawings	▪ Show interest in and describe the work of others. ▪ When looking at creative work express clear preferences and give some reasons for these ▪ Use words to describe colour, shape, line and pattern (formal elements of art). ▪ Compare works of art using the formal elements and descriptive words. ▪ Give opinions about works of art ▪ Evaluate own work and the works of different artists through group discussion and writing in books.	▪ Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. ▪ Know names of the tools, techniques and the formal elements (colours, shapes, tones etc) used. ▪ Know that different forms of creative works are made by artists, crafts-people and designers from all cultures and times. ▪ Talk about the materials and techniques used, using an appropriate vocabulary (line, tone, texture, colour, shape, form, pattern and space.)
Greater depth			
▪ Gather and review information, references and resources related to their ideas and intentions. ▪ Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	▪ Develop practical skills by testing the qualities of a range of different materials and techniques. ▪ Select independently, and use appropriately, a variety of materials and techniques in order to create their own work.	▪ Take the time to reflect upon what they like and dislike about their work in order to improve it.	▪ Know about and describe the work of some artists, craftspeople, architects and designers ▪ Explain how to use some of the tools and techniques they have chosen to work with.

Year 2 DT			
Design	**Make**	**Evaluate**	**Technical knowledge**
▪ Think of ideas independently ▪ Plan using detailed pictures, mock-ups and where, appropriate ICT. ▪ Design products for a user based on a design criteria. ▪ Consider how product will be purposeful, functional and appealing.	▪ Select from range of materials and components based on their characteristics ▪ Select from a range of different tools and equipment ▪ Use tools and equipment safely and appropriately ▪ Work in a systematic way	▪ Evaluate a range of existing products, considering user and design criteria ▪ Evaluate whether own product meets design criteria ▪ Suggest improvements to own work	▪ Explore and use mechanisms (e.g. levers and sliders, wheels and axles) in their products ▪ Understand where food comes from. ▪ Understand food hygiene ▪ Investigate what makes a healthy diet ▪ Use basic principles of a healthy diet to prepare dishes. ▪ To use basic stitches.
Greater depth			
▪ Use wider knowledge and understanding of existing products to suggest adaptations.	▪ Justify choices of material, components, tools and equipment by explaining their function and characteristics	▪ Evaluate and suggest improvements to others' work.	▪ Adapt mechanisms used in products (e.g. larger wheels/smaller wheels)
adaptations systematic lever sliders axle purposeful functional appealing components diet stitch			

Year 2 English *To unite all the elements of the English language to inspire confident, competent and creative writers and readers.* *Independent confident consistent*	
English focus	
Reading comprehension	**<u>Love of Reading</u>** • Listen to and discuss a range of texts at a level beyond that at which they can independently read including stories/non-fiction and poems. • Make personal reading choices and explain reasons for choices. **<u>Fluency</u>** • Check that texts make sense at word level while reading and self-correct. • Begin to use tone and intonation when reading aloud using punctuation to support. • Learn and recite a range of poems using appropriate intonation. • Fluently read 90 words per minute. • Re-read books to build up fluency and confidence in word reading. • Start to read longer and less familiar texts independently. **<u>Retrieval/summarising</u>** • Discuss and sequence the main events in stories and recounts • Explain/summarise what has happened so far in a text. • Answer retrieval questions orally– ***who, what, when, where, how-*** to demonstrate understanding of fiction and non-fiction texts. • Independently answer retrieval questions– **who, what, when, where, how-** to demonstrate understanding of fiction and non-fiction texts. • Locate information from non-fiction texts using contents page, index, labelled diagrams and charts. **<u>Vocabulary/structure</u>** • Recognise the use of repetitive language within a text or poem and across texts. • Read a range of non-fiction texts which are structured in different ways including: information, recounts, explanations, instructions and non-chronological reports. • Introduce and discuss new vocabulary within the context of a text • Use morphology to work out the meaning of unfamiliar words (terror/terrorised) • Identify how information is organised in non-fiction texts (sub-headings, contents, bullet points, glossary). **<u>Inference/justification</u>** • Make predictions based on what has been read so far. • Offer opinion about a text using "because" to give reasons • Begin to make inferences about characters and events using evidence from the text. **<u>Comparison</u>** • Make links between the books they are reading and other books they have read. • To show interest in a range of books • Talk about different types of books
	Greater depth
	• To make links between unfamiliar words and those they are familiar with. • To share other stories they have read that may be similar to what they are reading. • To review books they have read and share their opinions with others. • To make links across a range of books they have read across different genres. • To read a range of books by an author to understand and describe their style of writing.

Word reading/ phonics	• Read books aloud sounding out unfamiliar words using phonics • To recognise alternative sounds for graphemes. • To read accurately words of two or more syllables that contains alternative sounds for graphemes (shoulder, roundabout, grouping). • Read words containing common suffixes eg ness, ment, ful, less, ly, ing, ed, er, est, y. • Read further common exception words noting unusual correspondence between spelling and sound. • Work out unfamiliar words by focusing on all the letters in the word – palace not place.
Spoken language	• To listen a respond appropriately to adults and their peers. • To engage in effective partner talk staying on topic. • To take turns during communication, thinking about what makes effective discussion and talk. • To ask relevant questions and share relevant statements/knowledge. • To articulate answers to questions clearly. • To discuss predictions and reasons behind them. • Orally retell a wider range of stories, fairy tales and traditional tales. • Learn and recite a range of poems using appropriate intonation. • Begin to use tone and intonation when reading aloud using punctuation to support. • To clarify vocabulary that unsure of and build strategies to help understand new vocabulary. • To be able to justify answers using "because". • To engage in role play/performances/class assembly. • To give well-structured explanations/descriptions. • Participate in discussions by initiating ideas and responding to comments. • Consider other points of view. • To confidently and fluently share projects/presentations with the class. • To confidently read aloud with tone and intonation.
	Greater depth
	• To share ideas with clarity and in an organised manner. • To perform confidently in front of a larger audience. • To carefully consider answers to questions from peers as a response to project/presentation.

Spellings

The n sound spelt kn/gn (knock, know, gnat)

igh sound spelt y (cry, fly dry)

The ee sound spelt ey (key, valley, donkey)

The r sound spelt wr (write, wrong)

dge/ge at the end of words

soft c sound (race, ice, city)

The l sound spelt le, el, al (table, tunnel, metal)

Words ending in il

The or sound spelt a before l and ll (all, ball, walk)

The u sound spelt o (other, mother, nothing)

NN
door
floor
poor
because
find
kind
mind
behind
both
old
cold
gold
hold
told
could
should
would
every
everybody
even
eye
only
most

Adding suffixes

Adding es to nouns ending in consonant + y (flies, babies)

Adding es to verbs ending in consonant + y (e.g. replies, cries)

Adding ed, er, est to a root word ending in y with a consonant before it. They y is changed to an i (copied, happiest, replied).

Adding ed, ing, er, est and y to words ending in e with a consonant before it (hiking, hiked, nicer, nicest)

Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel (patting, hummed, saddest, runny.

Suffixes –ment, -ness, -ful, less, -ly after consonants

NN
fast
last
past
class
grass
pass
child
children
wild
climb
pretty
after
father
plant
path
bath
hour
sure
sugar
who
whole
any
many

The o sound spelt a after w/qu (want, squash)

The er sound spelt or after w (word, worm work)

The or sound spelt ar or or after w (war, warm, towards)

Words ending in tion (station, fiction, section)

'zhur' sound spelled 's' (treasure, measure, television, usual)

Contractions (can't, didn't)

Revision of adding suffixes (when to change a letter/drop a letter/double a letter)

NN
great
break
steak
clothes
busy
people
water
again
half
money
mr
mrs
parents
christmas
beautiful
move
prove
improve

Homophones and near homophones

be/bee
see/sea

one/won
blue/blew

to/two/too
bear/bear

sun/son
where/wear/were

quite/quiet
night/knight

here/hear
there/their/they're

Writing

Terminology for pupils:

Adjectives
Adverbs
Verbs
Nouns

Simple past tense
Simple present tense
Progressive tense

Exclamation mark
Apostrophes (contraction and possession)
Commas in lists

Consonants/Vowels
Statement
Question
Exclamation
Command
Imperative verbs
Conjunction
Coordination
Subordination
Noun phrase

Suffix

Handwriting

- To form lower case and upper case letters of the correct size and relation to other letters.
- To use spacing between words that reflects the size of the letters.
- To use taught joins

Punctuation

- To use full stops to demarcate sentences.
- To use capital letters for the beginning of sentences.
- To use capital letters for proper nouns.
- To use question marks.
- To use exclamation marks in exclamation sentences.
- To use commas to separate items on a list.
- To use apostrophes for contractions.
- To use apostrophes for singular possession.

Word level

- To understand what an adverb is
- To turn adjectives to adverbs by adding ly.
- To use suffix - ness to form nouns
- To use suffix-ful, less, er, est to create adjectives.
- To use ambitious synonyms

Sentence level

- To write expanded noun phrases using adjectives
- To write compound sentences with **co-ordination** – and, or, but, so
- To write compound sentences with **sub-ordination** – because, when, if
- To use adverbs (including to start sentences)
- To write different sentence forms, question, command, statement using the correct punctuation
- To use simple past and simple present tense
- To use past progressive and present progressive tense
- To maintain correct tenses across a piece of writing (past, present, future).
- To start sentences in different ways (e.g. Time openers, I, The, Name)

Text level: purpose and audience

- Identify key features of a specific genre
- Practise using appropriate writing techniques for specific purposes
- Include features of a genre/text type
- Discuss ideas for writing out loud with peers/teacher.
- To group main ideas together.
- To order writing using line breaks to show new ideas in narrative
- To write a simple narrative.
- To sequence ideas chronologically in a narrative.
- Write simple poems based on models
- Use planning formats to help order ideas and add key vocabulary for writing.
- Write about real and fictional events.
- Develop stamina to write for sustained periods of time.

Editing and evaluating

- To read aloud to show understanding of what they have written
- To re-read writing to check for sense.
- To edit/evaluate writing with teacher and peer making simple revisions
- To edit/evaluate own writing independently.

	Greater depth
	• To write for sustained amounts of time. • Deliberately use adventurous vocabulary. • To be introduced to a thesaurus to extend adjective use. • To explain their word choices with the reader in mind. • To independently edit and evaluate own writing • To use speech marks • To use both 1st and 3rd person. • To correctly use irregular past tense verbs
Non-negotiable text types	Poem with repetition Place description Non-chronological report Narrative (part of a story) Letter Instructions (not a recipe) Diary

Year 2 Geography			
Geographical enquiry and fieldwork	**Human and physical geography**	**Place knowledge**	**Locational knowledge**
▪ Use simple compass directions to describe routes on a map ▪ *Make observations and ask questions about the school grounds and surrounding area (eg. What types of shops/ businesses are there near our school?) (CE)* ▪ *Construct a simple map, using symbols in a key (FE)* ▪ Use aerial photos and plan perspectives to recognise landmarks and human/physical features. ▪ *Conduct a survey about which continents pupils in the class have connections (heritage or visited) to (e.g. 7 pupils have a connection to Asia) (CE)*	▪ *Begin to understand the difference between human and physical geography (FE)* ▪ Identify human geography of a location (e.g. population, settlement type, industry) ▪ Identify physical geography of a location (e.g. landscape, climate) ▪ Use geographical vocabulary to refer to key human features: city, factory, office, harbour ▪ Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain ▪ Consider how people might affect a place positively or negatively.	▪ Explain what makes a locality special ▪ Introduce idea of London being a multi-cultural city ▪ Explore two contrasting localities in the United Kingdom (e.g. London and a coastal town) ▪ Compare and contrast a place in the UK and a location in a non-European destination ▪ Describe a place outside Europe using geographical terms ▪ Make plausible predictions about what the weather may be like in different parts of the world. ▪ Use different sources to draw conclusions about the weather in different parts of the world.	▪ Name and locate the seas surrounding the United Kingdom ▪ Identify the world's seven continents and five oceans, using a range of sources (globes, maps, atlases) ▪ Use world maps, atlases and globes to identify countries studied at this key stage ▪ Explain the connection between climate and proximity to the equator, North and South Poles
Greater depth			
▪ Use symbols on a map to draw conclusions about the human and physical features of a place ▪ Make inferences by looking at a weather chart	▪ Make a plan on how to improve a location (e.g. road safety/ amenities) ▪ Sort and group locations according to their human and physical features, providing justifications.	▪ Write comparatively to show the difference between two locations ▪ Express considered views about a place supported by detailed reasons.	▪ Locate some of world's major rivers and mountain ranges. ▪ Find alternative routes for everyday journeys
compass direction key plan landmarks survey continents human geography city factory business office harbour population settlement industry physical geography landscape climate cliff coast vegetation ocean soil valley coastal multicultural destination			

Year 2 History		
Chronological understanding	**Knowledge and interpretation**	**Historical enquiry**
▪ Use historical language like: before I was born, when I was younger, before, after, past, present, then and now. ▪ Use a range of appropriate words and phrases to describe the past. ▪ Sequence a set of at least 5 events or objects in chronological order and give reasons for their order. ▪ Sequence events from own life/life of a famous person.	▪ Recount the life of someone significant from Britain who lived in the past ▪ Compare 2 significant people from the past. ▪ Explain how their local area was different in the past. ▪ Recount some interesting facts from an historical event, such as the where the fire of London started. ▪ Investigate how historically Britain has been a multi-cultural society. - display ▪ Compare the significance of figure from an ethnic minority group from the past and present day ▪ Give examples of things that are different in their life from that of a long time ago in a specific period of history. ▪ Explain why their locality (as wide as it needs to be) is associated with a special historical event. ▪ Discuss why we remember/celebrate an event.	▪ Find out something about the past by investigating a source. ▪ Research the life of a famous Briton from the past using a range of different resources.
Greater depth		
▪ Try to work out how long ago an event happened. ▪ Use dates to order 5 or more events.	▪ Independently research the life of a famous person. Explain why someone in the past acted in the way they did ▪ Understand how events or people can have a global impact. ▪ Suggest reasons why Britain's multicultural past is often under reported.	▪ Explain why eye-witness accounts may vary. ▪ Explain the different ways we can find out about the past, for example using books and the internet.
significant monarch compare dynasty reign heir city architecture cause impact pioneer past present then now chronological sequence source artefact timeline		

Year 2 Maths	
Number and Place Value	**Expected**
	• To count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number. • To count forward and backwards in jumps of 2 and 5 from 0. • To count forward and backwards in jumps of 3 from 0. • To count forward and backwards in jumps of 10s from any number. • To recognise the place value of each digit of a two-digit number with tens and units/ones. • To partition any two-digit number into different combinations of tens and ones • To find and show numbers using different equipment such as number lines and number squares. • To compare and order numbers from 0 to 100 using <, > and =. • To read and write numbers to 100 in numbers and words. • To use place value and number facts to answer questions. • To find and show doubles

Addition, Subtraction Multiplication and Division	**Expected**
	• To answer simple addition and subtraction questions in my head as well as by writing them down. • To use addition and subtraction facts to 20 quickly. • To use addition and subtraction facts to 10 and 20 to work out facts to 100. • To add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures. • To add and subtract a two digit number and tens mentally and when using objects, number lines and pictures. • To add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures. • To add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures. • To show that adding 2 numbers can be done in any order but subtraction cannot. • To show that subtraction is the inverse of addition and use this to check work. • To recall and use multiplication facts for the 2, 5 and 10 times tables. • To recall and use division facts for the 2, 5 and 10 times tables. • To recognise odd and even numbers. • To understand division as grouping and sharing • To calculate multiplication and division problems within the tables using x, ÷ and =. • To show that multiplying 2 numbers can be done in any order but division cannot. • To solve problems involving multiplication and division using a range of strategies (mentally, with objects, arrays, repeated addition) • To solve problems involving multiplication and division using repeated addition • To solve problems involving multiplication and division using objects • To solve problems involving multiplication and division using arrays • To solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.

Fractions (including fractions and percentages)	**Expected**
	• To recognise, find, name and write fractions of a shape including 1/3, ¼ and ½. • To recognise the difference between unit and non-unit fractions.

	• To recognise, find, name and write fractions of a set of objects or amount including 1/3, ¼ and ½. • To recognise, find, name and write fractions of a set of objects or amount 3/4. • To write simple fractions facts such as 1/2 of 6 = 3 and 2/4 = 1/2. • To recognise equivalent fractions ½ and 2/4

Measurement	**Expected**
	• To choose and use appropriate standard units to estimate and measure length, height, mass, temperature or capacity to the nearest unit and do this on rulers, scales thermometers and measuring vessels. • To compare and order length, mass, volume/capacity and record the results using these signs: >, < or =. • To recognise and use the £ sign and p sign • To combine amounts to make a particular value. • To find different combinations of coins that equal the same amounts of money. • To add and subtract money and give change. • To compare and sequence intervals of time. • To tell and write the time to 5 minutes • To tell and write the time to quarter past or quarter to an hour. • To draw the hands on a clock face to show these times. • To know how many minutes are in an hour and how many hours are in a day. • To find durations of time.

Properties of Shape	**Expected**
	• To notice and explain the properties of 2-D shapes including sides and vertices. • To recognise vertical lines of symmetry in 2D shapes. • To draw vertical lines of symmetry in 2D shapes. • To notice and explain the properties of 3-D shapes e.g. the number of edges • To notice and explain the properties of 3-D shapes e.g. the number of vertices • To notice and explain the properties of 3-D shapes e.g. the number of faces. • To spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid. • To compare and sort common 2-D and 3-D shapes and everyday objects.

Position and Direction	**Expected**
	• To order and arrange mathematical objects in patterns and sequences. • To use mathematical vocabulary to describe movement including movement in a straight line and left and right. • To use mathematical vocabulary to describe movement and direction including rotation as a turn and in terms of quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics	Expected
	• To interpret and draw simple pictograms. • To interpret and draw simple tally charts • To interpret and draw simple block diagrams • To interpret and draw simple tables. • To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • To ask and answer questions about totalling and comparing grouped data.

Greater Depth (End of KS1)

- To solve problems of greater complexity
- To represent their learning in a variety of ways including constructing a model, drawing a mathematical picture, using manipulative or writing down their thoughts.
- To be able to independently explore and investigate mathematical contexts communicate results clearly and explain the mathematics
- To be able to articulate their ideas, justify their thinking and share ideas with others
- To be able to recall facts quickly and efficiently with the flexibility to move between different contexts and representations of mathematics.

To be explored through…

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Key Vocabulary

Number and Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Measurement	Properties of Shape	Position & Direction
• one – twenty (words) • teen • hundred • tens • ones • counting on • counting back • one-digit	• add • altogether • sum • and • plus • total • double • half • halve	• half • double • counting in fives • counting in twos • counting in tens • equal groups	• fraction • half • quarter • whole • share • equal • groups • halves • split	• Days of the week • Months of the year • before,after, next first, today, yesterday,tomorrow, morning, afternoon, evening • o'clock • hour • half past the hour	• side • flat • corner • 2d • 3d • face • edge • vertices	• back • backwards • forwards • up • down • left • right • centre • whole turn

• two-digit • three-digits • one less than • one more than • numberline • smaller • greater • smaller than • greater than • even • odd • equal to, • more than, less than • fewer • most • least • multiples of • double • half • counters • dienes • numicon • partition	• minus • take-away • subtract • difference • less • equals • makes • counters • dienes • numicon	• share equally • double • array • number bonds • missing number • problem • multiply • times • divide • groups of	• equal parts • shape • object • amount	• measure • measurement • kilogram • grams • heavier • lighter • balance scales • full • half full • metre • centimetre • width • length • longer • shorter • taller • heavier • lighter • coins • change • pence • pounds • 1p, 2p, 5p etc • notes • capacity • volume • weight	• repeating pattern • pattern • circle • rectangle • square • triangle • cube • cuboid • cone • cylinder • pyramid • sphere	• half turn • quarter turn • three-quarter turn • clockwise • anti-clockwise • halfway

Year 2 Music

Musicianship Listening and creating	Performance	Appraisal Listening and responding
1. Understand the speed of the beat can change, creating a faster or slower pace (tempo) 2. Use syllables in words to understand beats in music e.g. hap – py birth – day has 4 beats. 3. Create music in response to a non-musical stimulus e.g. a picture or poem. 4. Create picture patterns to record music. 5. Order pictures for sounds to make a beginning, middle and end. 6. Use musical vocabulary symbols to add direction to a piece of music 7. Use graphic symbols to compose simple patterns. 8. Begin to use music technology to record sounds and group together.	1. Sing songs with a small range do- so (5^{th}) and then explore pitch – high / low 2. Sing and follow a given melody 3. To understand musical dynamics and vocabulary 4. Perform songs implementing musical vocabulary e.g. crescendo, decrescendo, piano 5. To sing and perform in time others following musical direction e.g. in 4/4 time 6. To make informed performance choices to show expression 7. To perform in a small group and blend with others.	1. To identify the mood of a piece of music and use musical vocabulary to explain 2. To identify a major / minor key by listening to a piece of music. 3. To understand the origin of different pieces of music. 4. To compare and contrast two opposing pieces of music 5. To compare live and recorded music 6. To recognise sounds and pitches in a piece of music using musical vocabulary / stave 7. To make suggestions for improvement to a piece of music. 8. Improve their own work based on listener's feedback
Greater depth		
1. To start to use note names for the treble clef 2. Begin to understand note names and crotchets in reference to syllables in words. 3. To clap given rhythms on a stave using crotchet notation.	1. To identify phrases in singing and when need a breath. 2. To sing / perform in a round with others in a small group.	1. Make connections between music they know and have listened to – it is similar to, similarities and differences between two given songs. 2. To discuss their preferences in music

<u>Key vocabulary</u>

Rhythm – pattern in sound
Dynamics – loud, quiet, getting louder or quieter
Timbre – the character of a sound e.g. scratch, smooth, spiky
Allegro – brisk speed
Legato – played smoothly
Adagio – slow speed
Melodic shape – the line of a piece of music e.g. line going up may show high pitch

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

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