

Year 2 Curriculum

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Animals Including Humans		Living things and their Environments		Everyday Materials and their properties	Plants
Seasonal Changes					
Science Objectives		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers Resources
<u>Throughout the year</u> Working Scientifically: Ask simple questions ~ Observe closely and use simple equipment ~ Perform simple tests ~ Identify and classify ~ Suggest answers to questions using observations ~ Gather and record data			question, answer, observe, observing, equipment, identify, classify, sort, group, record – diagram, chart, map, data, compare, contrast, describe, biology, chemistry, physics		Magnifying glasses
Autumn Animals Including Humans Year 1 ~ Identify and name a variety of common animals ~ Identify and name carnivores, herbivores and omnivores ~Describe and compare the structure of animals ~ Identify and name the basic parts of the human body. Year 2 : ~ Notice that animals have offspring	All animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.	All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order	sight, hearing, touch, taste, smell, human, amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, parts of the body, offspring, lifecycle, baby, toddler, teenager, adult, young	Basic: Describe a healthy diet Cut and stick from a choice of food items to make a healthy meal with correct amount of food in each group. Advancing: Categorise food types and explain why each group is	Wellbeing – Staying Healthy Twinkl knowledge organiser

<p>~ Describe basic needs of animals and humans.</p> <p>~ Describe importance of staying healthy</p>	<p>to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>		<p>important to humans.</p> <p>Draw a healthy meal onto a blank Eatwell plate with correct amount of food in each group. Write sentences to say why humans need more of some food groups than they do of others.</p> <p>Deep: Create a weekly menu and exercise programme for someone your age.</p> <p>Create a shopping list of food items for dinner each day for 1 week, ensuring there are appropriate amounts of food for each food group.</p> <p>Using foods from this list, complete an Eatwell plate for 1 meal. Suggest different exercise activities for a 7-year-old and how many times a week a</p>		
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			child should exercise.		
Spring Living things and their Habitats Year 2: ~ Explore and compare living, dead and things that have never been alive. ~ Describe how habitats provide basic needs ~ Identify and name habitats ~ Describe how animals obtain food – food chain.	<p>All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)</p> <p>An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</p> <p>Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.</p> <p>Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>	living, dead, never living, life processes – move, breath, sense, grow, make babies, waste, energy, food chain, food sources, habitat, microhabitat, depend, survive, consumer, producer, prey, predator, environment	Basic: Name sources of food Complete basic food chain matching the food source to the consumer. Advancing: Explain the differences in a food chain for a herbivore and a carnivore. Create a food chain for a carnivore and an herbivore. Explain why the 2 food chains are different. Deep: Always, sometimes, never? Food chains end with a carnivore. Create food chains for 3 different animal types, including both carnivores and herbivores. Using these food chains to answer the, Always, Sometimes, Never question.	Wellbeing - nutrition	Twinkl knowledge organiser

<p>Summer 1 Everyday Materials and their properties Year 1 - Distinguish between an object and the material from which it is made. ~Identify and name everyday materials ~describe physical properties of materials ~Compare and group materials</p> <p>Year 2: ~ Identify and compare suitability of everyday material ~ Find out how shapes of solids can be changed</p>	<p>All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. A material can be suitable for different purposes and an object can be made of different materials.</p> <p>Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness.</p>	<p>Year 1 -object, material, hard, soft, stretchy, shiny, dull, rough, plastic, wood, metal, glass, paper, brick, fabric, stone, water, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, opaque</p> <p>Year 2 – suitability, properties, squash, bend, twist, stretch, flexible,</p>	<p>Basic: List different uses for everyday materials</p> <p>Cut and stick activity to match everyday materials with their properties.</p> <p>Advancing: Compare and contrast the properties of materials and use this to explain why certain materials are used for particular purposes.</p> <p>Shelter building – what properties do materials need to have if you are building a shelter and why? Can children choose appropriate materials and create a shelter to keep a small classroom object safe and dry?</p> <p>Deep: Paper is unsuitable for a model boat. Do you agree or disagree?</p>	<p>Possibilities- Charles Macintosh – inventor John Dunlop</p>	Lots of samples of different materials – most can be found in school such as springs, sponges, spoons, lolly sticks etc. Twinkl knowledge organiser

			<p>Children are given the question and make a prediction, explaining why. Children to follow given instructions to make paper boats using different types of paper. They can then use their boats to test their predictions.</p>		
<p>Summer 2</p> <p>Plants</p> <p>Year 1</p> <ul style="list-style-type: none"> ~ Identify and name common plants ~ Identify and describe the basic structure of common flowering plants <p>Year 2</p> <p>~Observe and describe how seeds and bulbs mature</p> <p>~ Describe what plants need to grow</p>	<p>Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.</p>	<p>Year 1 - roots, stem, leaves, flowers, petals, fruit, seeds, bulbs, wild plants, garden plans, weeds, deciduous, evergreen,</p> <p>Year 2 – sunlight, water, temperature, nutrition, germination, sprout, shoot, seed dispersal</p>	<p>Basic: What do plants need to stay healthy?</p> <p>Children to create a poster to say what a plant needs to stay healthy.</p> <p>Advancing: How could you try to revive these plants?</p> <p>Give children a plant that has not been watered for some time so looks droopy and the soil is very dry. Children to say what they think they should do to revive the plant. Allow children to give the plant what</p>	<p>Community – local environment</p>	<p>Variety of seeds, pots, canes, soil, sand, bulbs.</p> <p>Twinkl knowledge organiser.</p>

			<p>they think it needs and observe over the next few days.</p> <p>Deep: Devise a way of proving that plants need certain conditions for growth.</p> <p>Children to choose one of the conditions that they know a plant needs to grow. They then create a test that would prove the plant needs this to grow.</p>		
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