

Year 2 Science National Curriculum Coverage

Autumn		Spring	Summer	
<p><u>Statutory requirements</u> Children should:</p> <p>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).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of foods, and hygiene.</p>	<p><u>Statutory requirements</u></p>	<p><u>Statutory requirements</u> Children should:</p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>Statutory requirements</u> Children should:</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Statutory requirements</u> Children should:</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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><u>Non-Statutory</u> Be introduced to the processes of reproduction and growth in animals.</p>	<p><u>Non-Statutory</u> Demonstrate their understanding that many everyday appliances require electricity and to group appliances into categories. Understand that electricity can be dangerous and appliances must be used safely.</p> <p>Make a complete circuit using batteries, bulbs, wires and to make the bulb/buzzer work.</p> <p>Know that circuits will not work if there is no battery present or there is a break in the circuit. Predict and investigate whether circuits will work from the drawings provided.</p>	<p><u>Non-Statutory</u> Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p>	<p><u>Non-Statutory</u> Use the local environment throughout the year to observe how different plants grow. Be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p>	<p><u>Non-Statutory</u> Be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>Raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>

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	Know that circuits can be used to make simple devices.			
<p><u>Working Scientifically</u> Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p><u>Working Scientifically</u> Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p><u>Working Scientifically</u> Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p><u>Working Scientifically</u> Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p><u>Working Scientifically</u> Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p>