



Year 2	Autumn 1		Autumn 2	Spring 1/2		Summer 1		Summer 2		
	Week 1-4	Week 4-6	Week 1-6	Week 1-3 Week 11	Week 4-10	Week 1-2	Week 3-6	Week 1	Week 2	Week 3-5
	Animals including humans- Animals need to survive	Humans	Materials/ Plastic- sustainability	Plants (light and dark)	Living things and their habitats	Plants Bulbs and seeds	Growing up	Plants Bulbs and seeds	Growing up	Wildlife
<p>Previous knowledge</p> <p>Knowledge check for start of unit.</p>	<p>In year 1 pupils identified and named a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Pupils described and compared the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>They were able to name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Pupils named and labelled the basic parts of the human body and the associated sense.</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>In year 1 pupils identified and named a variety of common wild and garden plants including deciduous and evergreen trees.</p>	<p>This is the first time the children have studied this science unit.</p>	<p>They were able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>In year 1 pupils identified and named a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Pupils described and compared the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>They were able to name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>They were able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>In year 1 pupils identified and named a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Pupils described and compared the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>They were able to name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>This is the first time the children have studied this science unit.</p>
<p>Key concepts</p>	<p>I know what different types of animals: mammals, reptiles, amphibians, birds, fish and humans need to survive:</p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Food</li> <li>- Air</li> </ul>	<p>I can describe the importance of exercise</p> <p>I can describe the importance for humans to eat the right amounts of different types of food.</p> <p>I can describe how to manage good personal hygiene:</p> <ul style="list-style-type: none"> <li>- Washing</li> <li>- Teeth</li> <li>- Keeping hands clean</li> </ul>	<p>I can describe the characteristics of a living thing</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can identify a variety of every day materials:</p> <ul style="list-style-type: none"> <li>- Wood</li> <li>- Metal</li> <li>- Plastic</li> <li>- Glass</li> <li>- Brick</li> <li>- Rock</li> <li>- Paper</li> </ul>	<p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them).</p>	<p>I can describe and use the term 'habitat'</p> <p>I can describe how a habitat provides for the basic needs of things living there. (food, water, shelter)</p> <p>I can match animals and plants (living things) to their habitats:</p> <ul style="list-style-type: none"> <li>- Desert</li> <li>- Seashore</li> <li>- Woodland</li> </ul>	<p>I can identify the differences between bulbs and seeds.</p> <p>I can identify what plants need to grow.</p> <p>I can plan an investigation to identify what plants need to grow.</p>	<p>I know that animals, including humans, have offspring that grow into adults.</p> <ul style="list-style-type: none"> <li>- Egg, chick, chicken</li> <li>- Egg, caterpillar, pupa, butterfly</li> <li>- Spawn, tadpole, frog</li> <li>- Lamb, sheep</li> </ul>	<p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them).</p> <p>I can describe the processes of reproduction and growth in plants.</p> <p>I can observe and describe how seeds</p>	<p>I know that animals, including humans, have offspring that grow into adults.</p> <p>I can observe how animals change and grow- Butterfly diary.</p>	<p>I can identify what wildlife does for us.</p> <p>I can identify what we can do for wildlife.</p>

		<ul style="list-style-type: none"> <li>- Changing clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Cardboard</li> </ul> <p>I can describe why glass, wood, plastic, brick or paper would be used for certain jobs.</p> <p>I can say why some materials are more suitable than others for specific uses.</p> <p>I know that some materials can be squashed, twisted, bent or stretched to change their shape.</p> <p>I can describe the work of John Dunlop, Charles Macintosh and John McAdam.</p>		<ul style="list-style-type: none"> <li>- Ocean</li> <li>- Rainforest</li> <li>- Ponds</li> </ul> <p>I can describe and use the term 'micro-habitat'</p> <p>I can match animals and plants to their micro-habitat:</p> <ul style="list-style-type: none"> <li>- Under stones</li> <li>- Under logs</li> <li>- Under leaves</li> </ul> <p>I can describe how animals obtain food from plants and other animals by using a simple food chain:</p> <ul style="list-style-type: none"> <li>- Grass-rabbit-fox</li> <li>- Grass-cow-human</li> <li>- Dead leaves-worm-bird</li> <li>- Berries-mouse-snake</li> <li>- Leaves-caterpillar-sparrow (woodland)</li> <li>- Algae-snail-frog-hawk (pond)</li> <li>- Seaweed-fish-dolphin-orca (ocean)</li> </ul> <p>Banana tree-tapir-crocodile (rainforest)</p>		<p>I know that babies will grow into adults</p> <ul style="list-style-type: none"> <li>- Baby, toddler, child, teenager, adult</li> </ul> <p>and bulbs grow into mature plants.</p> <p>I can describe the requirements that plants need for germination, growth and survival</p>		
--	--	--	--	--	--	--	--	--	--

Vocabulary	Healthy Diet Off spring Exercise Proteins Carbohydrates Fats Nutrition Survival Hygiene  -	Healthy Diet Off spring Exercise Proteins Carbohydrates Fats Nutrition Survival Hygiene	Metal Plastic Charles Macintosh John Dunlop Wood Squashing Bending Twisting Stretching John McAdam	Roots Crown Deciduous Evergreen Blossom Bulb Trunk Stem Woodland Habitat Oxygen	Indigenous Rivers Woodland Ponds Sea Rainforest Desert Species microhabitats	Roots Crown Deciduous Evergreen Blossom Bulb Trunk Stem Woodland Habitat Oxygen	Baby, young, adult - Egg, chick, chicken - Egg, caterpill ar, pupa, butterfly - Spawn, tadpole, frog  Lamb, sheep	Roots Crown Deciduous Evergreen Blossom Bulb Trunk Stem Woodland Habitat Oxygen	Baby, young, adult - Egg, chick, chicken - Egg, caterpillar, pupa, butterfly - Spawn, tadpole, frog  Lamb, sheep	Wildlife Habitat Nature Local Food chain Crops Insects
Knowledge mat	Year 2 Healthy living	Year 2 Healthy living	Year 2 Habitats	Year 2 Plants and trees	Year 2 materials	Year 2 Plants and trees	Year 2 Healthy living	Year 2 Plants and trees	Year 2 Healthy living	
Link book	Burger Boy Handa's surprise	Burger Boy Handa's surprise	Meerkat Mail Wild	Leaf Man Three Lost Seeds	Traction man is here!	Leaf Man Three Lost Seeds	The very hungry caterpillar	Leaf Man Three Lost Seeds	Burger Boy Handa's surprise	