

Year 2 2023-2024	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Sustainability yearly focus: biodiversity (attracting mini-beasts to our school environment *bees-plants)					
	Caring for our planet → What can we do to care for our birds in the UK?	Caring for our planet → How do we care for our trees at school? (recycling - poster for recycling bins)		Caring for our planet → How can we encourage bees to Hampton Hargate? Royal Society of Chemistry - Biodiversity and habitats Page 1	Caring for our planet → How can we care for our plants?	
Science Knowledge	Animals including humans <ul style="list-style-type: none"> 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) 	Uses of everyday materials <ul style="list-style-type: none"> 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. 	Animals including humans <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Living things and their habitats <ul style="list-style-type: none"> 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 micro-habitats 	Plants <ul style="list-style-type: none"> 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. 	Living things and their habitats <ul style="list-style-type: none"> 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>Sticky knowledge:</p> <ul style="list-style-type: none"> 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 micro-habitats
Working Scientifically Red= that area MUST be done linked to the subject knowledge aspect but the other areas can be	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways Observing closely, using simple equipment 	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways Observing closely, using simple equipment 	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests 	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> Ask their own simple questions about what they notice and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests

<p>chosen to suit investigations</p>	<ul style="list-style-type: none"> • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions
<p>WS Enquiry types Red= that enquiry type MUST be done linked to the subject knowledge aspect but the other methods can be chosen to suit investigations</p>	<ul style="list-style-type: none"> • observing changes over time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests • and finding things out using secondary sources 	<ul style="list-style-type: none"> • observing changes over time • noticing patterns • grouping and classifying things, • carrying out simple comparative tests, • and finding things out using secondary sources 	<ul style="list-style-type: none"> • observing changes over time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests • and finding things out using secondary sources 	<ul style="list-style-type: none"> • observing changes over a period of time • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, • and finding things out using secondary sources 	<ul style="list-style-type: none"> • observing changes over time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests • and finding things out using secondary sources 	<ul style="list-style-type: none"> • observing changes over a period of time • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, • and finding things out using secondary sources
<p>WS ongoing</p>	<ul style="list-style-type: none"> • Be curious and ask questions /asking simple questions about what they notice and recognising that they can be answered in different ways • Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. 					