Castle View Primary School Science Curriculum

Year 2 – Plants

Prior learning:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

National Curriculum Objectives:

- 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.

Assessment Questions:

- What are the roots for? What is the stem for? What are the petals for?
- What happens after a seed has been planted?
- What does a plant need to grow?
- Can a seed grow in different materials?
- What is a bulb?
- What happens if plants do not have water? Light? Warmth?

Key vocabulary:

stem, leaf, flower, roots, cactus, bluebell, sunflower, cycle, seed, water, sunlight, grow, soil, warmth, space, materials, plant, predict, bulb, dormant, life cycle, light, investigation, observe

Castle View Primary School Science Curriculum

Year 2 – Living things and their habitats

Prior learning:

- Comment and question about the place they live or the natural world.
- Show care and concern for living things and the environment.
- Talk about things they have observed, such as plants and animals.
- Notice features of objects in the environment.

National Curriculum Objectives:

- 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.

Assessment Questions:

- Name 3 things that are alive, 3 things that are dead and 3 things that have never been alive.
- Why does an animal need to live in a suitable habitat?
- Choose an animal and say how it is suited to where it lives.
- What is a microhabitat? Can you give an example of one and what might live there?
- What kind of habitat might a bee need?
- Finish this food chain: grass, rabbit, _____ - dog/frog or fox?

Key vocabulary:

living, alive, dead, suitable, suited, habitat, basic need, shelter, habitat, biome, rainforest, desert, tundra, woodland, savannah, grassland, minibeast, microhabitat, log, stones, environment, food chain, eaten, eat

Castle View Primary School Science Curriculum

Year 2 – Animals including humans

Prior learning:

- Name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals.
- Identify, name, draw and label the basic parts of the human body.

National Curriculum Objectives:

- 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.

Assessment Questions:

- What are the stages of a frog's lifecycle?
- What do animals and humans need to stay alive?
- How could we look after a cow?
- Why does exercise increase our pulse rate?
- What is a balanced diet? Is it ok to eat sweets?
- What are the three types of microbes?

Key vocabulary:

offspring, lifecycle, baby, tadpole, chick, nutrients, air, food, water, survival, carnivore, omnivore, herbivore, exercise, diet, nutrition, hygiene, pulse, food group, healthy, balanced diet, virus, bacteria, fungi, clean

Castle View Primary School Science Curriculum

Year 2 – Materials

Prior learning:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, glass, plastic, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple properties.

National Curriculum Objectives:

- 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.

Assessment Questions:

- Why could a bike frame not be made of rubber?
- Wood, stone and paper – which one is the odd one out?
- Is chocolate a suitable material for a door handle?
- What would the pros and cons be for making a tent out of brick?
- What is shock absorbency?
- Who is John Dunlop? How has he shaped travel today?

Key vocabulary:

material, wood, plastic, glass, metal, paper, fabric, squashy, bendy, flexible, rigid, mouldable, twist, squeeze, stretch, bend, comparative test, suitable, strength, waterproof, shock absorbency, reflectors, evaluate, rubber, bumpy