

SCIENCE YEARLY PLANNER

Year group: Year two

| Term | Topic | Statutory requirements | Time | Content |
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| Autumn | Living things and their habitats | Explore and compare the differences between the things that are living, dead and things that have never been alive. | 3 weeks | Introduce the idea that all living things have characteristics that are essential to keeping them alive and healthy . Children to understand the different stages of life for humans, animals and plants . Children to classify by sorting things according to whether they are living, dead or never alive – record findings using charts. |
| | Animals including humans | Notice that humans have offspring that grow into adults. To find out about and describe the basic needs of humans for survival. (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene. | 6 weeks | Recognise the changes from a baby to adulthood . (Visitors) To investigate what happens to our bodies if we do not drink enough water, eat the right foods and breathe clean air . Timed exercises and the effect they have on the body. Compare and contrast boys/girls, different exercises etc Healthy/unhealthy diet investigations and |

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| | Plants | Observe and describe how seeds and bulbs grow into mature plants. | 1 week at the end of term | <p>their effect on the body.</p> <p>(Eggshell experiment on the effect foods have on teeth if they aren't cleaned)</p> <p>Children to observe, name and plant a variety of winter bulbs and seeds. The children to use the quadrangle (local environment) to plant and observe the different stages of growth throughout the year. (diary/photographs)</p> |
| Spring | Plants | Observe and describe how seeds and bulbs grow into mature plants. | 3 weeks | To continue with their plant diaries. The children to understand the needs of the plant to allow it to germinate and grow and survive . Investigation that plants need sunlight and water to stay healthy. (Grow sunflowers and herbs from seed) |
| | Living things and their habitats | <p>Identify and name a variety of plants and animals in their habitats including micro habitats.</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> | 4 weeks | <p>Children to understand what is meant by habitat and micro-habitats. Investigation in the local environment of conditions in different habitats and the effect of the numbers and types of plants and animals– woods, forest school etc.</p> <p>Observations of survival chain.</p> <p>Children to create a simple food chain which includes humans.</p> |

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| | Animals including humans | Notice that animals have offspring that grow into adults. To find out about and describe the basic needs of animals for survival. (water, food and air) | 4 weeks | Visit to farm (lambing) or animal experience visitor into school. Basic needs of survival for animals. What do they need? Process of reproduction of animals and growth into adulthood. Children to name adult animals and their young. Children to complete a variety of life cycles of a |
| Summer | Plants | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | 2 weeks | The children to understand the processes of reproduction and growth in plants. Children to investigate by dissection parts of a plant using microscopes etc. Collect sunflower seeds and replant.(diary include diagrams/observational drawings) |
| | Living things and their habitats | 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. | 3 weeks | Children to understand what is meant by habitat and micro-habitats. Investigation in the local environment – woods, forest school – of the different habitats of plants and animals. Compare woodlands and seashore. Observations of survival chain. |
| | Uses of everyday materials Push and Pull | 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. | 4 weeks 2 weeks | Observe uses of named materials in and around the local environment. Scientifically, children to compare and contrast the use of different materials around school, home and the local environment. Children to observe, identify and classify uses of different materials and record their uses. Record materials which have more than one |

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| | | | | <p>use. Investigate properties of named materials to find suitability for particular purpose. Children to learn about inventors of new materials.</p> |
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