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| **Year Group**  |  **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y2** | **Uses of everyday materials** | **Animals including humans** | **Animals including humans** | **Plants** | **Living things and their habitats.** | **Living things and their habitats.** |
| **Topic take Aways** | I can name the materials form Y1 as well as brick, paper and cardboardI can find an object made from the above materials.I can sort the above materials.I can explain that a property is what a material is like and how a material behaves.I can explain squash, bend, twist and stretch. | I can explain the basic life cycle for a frog.I can explain the life cycle for a chicken.I can explain the lifecycle for a human.I know animals need water, air and food.I know why exercise, a healthy diet and good hygiene are important for humans. | I know seeds and bulbs grow into plants.I have planted seeds.I have grown a seed into a plant.I know plants need water to grow.I know plants need light and suitable temperatures to grow and stay healthy. | I can identify 3 things that are living, dead and have never lived.I know that a habitat is the natural place something lives (such as an ocean, a river or a rainforest)I can identify and name plants and animals in a variety of habitats (desert, woodland, pond, arctic)I can match living thing to their habitat.I can describe how animals find their food.I can name some different sources of food for animals.I can explain a simple food chain. |
| **Working scientifically****Takeaways****(skills ongoing throughout)** | **I can ask simple questions and recognise they can be answered in different ways. I can give a reason for my answer.****I can perform simple fair tests and say what I have done.** | **I can observe closely, using simple equipment.****(hand lens)****I can perform simple fair tests and say what I have done.** | **I can observe closely, using simple equipment.****(hand lens)****I can perform simple fair tests and say what I have done.** | **I can observe closely, using simple equipment.(hand lens)****I can gather and record data to help in answering questions.** | **I can identify and classify things into groups.****I can use observations and ideas to suggest answers to questions.** | **I can identify and classify into groups****I can gather and record data to help in answering questions.** |
| **Key Science** **Investigation**  | **Can I find the best material for grip?**Testing different materials for properties. | **What happens if you don’t wash your hands?**3 slices of bread in bags – not touched, clean hands, dirty hands. | **What happens if you don’t brush your teeth?**Egg shells submersed in different drinks.Further investigation coated in toothpaste. | **What does my plant need to stay healthy?**Planting different seeds.Monitor growth.**Once they have grown** remove water, light or warmth. What happens? | **Is it living, once living, non-living?**Explore characteristics of living things.Sort real items.  | **Who lives in my habitat?**Set up bug hotel and observe over time.  |
| **Vocabulary**  | identify, compare, wood, plastic, metal, glass, brick, rock, paper, cardboard, solid, squashing, bending, twisting, stretching | offspring, adults, grow, survival, water, food, air, exercise, eating healthy, hygiene | offspring, adults, grow, survival, water, food, air, exercise, eating healthy, hygiene | seed, bulbs, plants, water, light, temperature, grow, healthy, germination, reproduction | living, dead, never been alive, habitats, suited, microhabitats, food chain |  living, dead, never been alive, habitats, suited, microhabitats, food chain |