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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 cardboard  I 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 |