

Year 2 Science LTP

Autumn term	Spring term	Summer term
Animals including Humans -Find out about and describe the basic needs of animals, for survival (water, food and air) <i>Invite a parent and baby into school. Ask questions to find out how they look after their baby.</i> Research <i>Ask pet owners how they look after their pet.</i> Research -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Explore the effect of exercise on their bodies (gathering data) Classify- classify food in a range of ways using the Eatwell Guide <i>Investigate washing hands, using glitter gel.</i> Comparative test -Notice that animals (humans), have offspring which grow into adults <i>Ask questions and use secondary sources to find out about life cycles of some animals</i> -Research using secondary sources Observe animals growing over a period of times- caterpillars- Observation over time. Living Things and their Habitats -Explore and compare the differences between things that are living, dead, and things that have never been alive- Identify and classify- <i>Explore the outside environment regularly to find objects that are living, dead and have never lived.</i> Identify and name a variety of plants and animals in their habitats including microhabitats- <i>Observe plants and animals carefully. Draw and label diagrams.</i> -Describe how animals obtain their food from plants and other animals, using simple food chains, and identify and name some different sources of food- <i>What do animals eat? Which animals are herbivore,</i>	Materials Uses of Everyday Materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <i>What do we know already? Explore and describe properties of materials and think of questions about them. Group based on properties.</i> Identify and classify. <i>Explain using key properties why a material is suitable or not suitable for a purpose.</i> <i>Test the properties of materials, e.g. compare the stretchiness of fabrics,</i> Comparative tests Pattern seeking investigation- <i>which kind of materials are best at absorbing water?</i> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <i>Sort and classify materials according to how they can change shape.</i> Identify and classify Comparative test- <i>Which material will make the longest snake</i> Plants Observe and describe how seeds and bulbs grow into mature plants- <i>Make close observations of hyacinth bulbs growing over water</i> Observation over time <i>Observe daffodils growing in the school grounds-</i> Observation over time	Plants Observe and describe how seeds and bulbs grow into mature plants – Observe a range of seeds and bulbs finding ways of classifying them. Identify and classify <i>Look after plants as they grow, weeding, thinning and watering etc.</i> <i>Make close observations and measurements of plants as they grow.</i> Observe over time <i>Make comparisons of plants as they grow.</i> -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Pattern seeking- <i>where do plants grow best?</i> Comparative test- <i>Do plants need sunlight/water/soil to grow?</i> Living things and their habitats -Identify and name a variety of plants and animals in their habitats, including micro-habitats- Focus on the pond- life cycle of a frog, observing frogspawn, tadpoles etc over time. Observe over time -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- <i>Explore woodland area and find animals.</i> Pattern seeking- <i>How does the number and type of living things change in different habitats? (focus on plants and animals separately)</i>

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<i>carnivore or omnivore? Create a food chain for a familiar habitat from first hand observation and research: Research using secondary sources</i> <i>Create simple food chains from information given, e.g. in picture books (Gruffalo etc) Research using secondary sources</i> Plants <i>Observe daffodil bulbs in detail. Draw. Plant daffodil bulbs in the field and mark on a map of the grounds to show where they are.</i>		
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