

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y1 – classify animals; herbivores/carnivores/omnivores				Next learning: Y4 – dangers to wildlife in local/wider environment			
2.1 Biodiversity & Minibeasts	6-8	<p>L1 – Identify and name a variety of minibeasts and their habitats. L2 - Explain the importance of bees and pollination. L3 – Research minibeast and explain their importance. L4 - Show how a microhabitat is suitable for a minibeast. L5 - Describe the importance of worms for healthy soil. L6 - Explain the importance and needs of minibeasts and microhabitats.</p>	<ul style="list-style-type: none"> - Identify and name a variety of plants and animals in their habitats, including microhabitats. - Describe the basic needs of animals, including humans, for survival and what factors influence this, such as their habitats. - Describe how different types of animals and plants in a habitat depend on each other. - Understand the idea of a simple food chain. - Describe how plants need water, light and a suitable temperature to grow and stay healthy. - 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 types of animals and plants. <p>Working Scientifically</p> <ul style="list-style-type: none"> - Observe the natural world around them by making careful observations, using simple equipment. - Gather and record data in a variety of ways to help in answering questions, such as simple tables. - Begin to draw simple conclusions. - Use simple secondary sources to find answers. - Use simple and scientific language appropriately, to a level consistent with their increasing word reading and spelling knowledge, when presenting findings. 	<ul style="list-style-type: none"> - Modelling - Practical activities/investigations using everyday materials. - Field Trip - Knowledge organiser 	<p>Continuous throughout.</p> <p>Observations</p> <p>Discussions.</p>	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Observing closely, using simple equipment.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>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.</p> <p>Find out about and describe the basic needs of animals including humans, for survival (water, food and air).</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> <p>Asking simple questions and recognising that they can be answered in different ways.</p>	<p>PSHCE – helping the environment</p> <p>Numeracy-measurements (ml)</p>

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Previous learning: Y1 – Draw/label parts of body; five senses; classify animals; herbivores/carnivores/omnivores				Next learning: Y3 – different ways plants/animals obtain food; food/nutrient groups; diet; skeleton				
2.2 Animals including Humans	6-8	<p>L1 - Match, sort and group young animals and their adults.</p> <p>L2 - Find out how animals change as they grow into adults.</p> <p>L3 - Compare the stages of the human life cycle.</p> <p>L4 - Research and describe what animals, including humans, need to survive.</p> <p>L5 - Test the effects of exercise on the human body.</p> <p>L6 - Investigate the importance of healthy eating and hygiene.</p>	<ul style="list-style-type: none"> - Identify and match several animal offspring and their adult forms; describe the main characteristics of the offspring found in different animal groups. - Describe the main stages of at least two different animal life cycles; compare these life cycles. - Identify several ways that humans grow and develop through each life cycle stage. - Name the three basic needs of all animals to survive; describe the specific needs of a given animal. - Describe the effects of exercise and begin to explain the importance of exercise for the human body. - Identify several foods according to the basic food groups and can talk about the importance of a balanced diet; explain how to be hygienic and why this is important. 	<p>Working Scientifically</p> <ul style="list-style-type: none"> - Sort and classify objects (animals) into simple groups; use scientific language to talk about their findings; notice patterns and relationships between the groups. - Use simple secondary sources to find answers to a question. - Ask simple scientific questions and use scientific language to answer them. - Use simple secondary sources to find answers and talk about their findings to an audience. - Carry out simple practical tests and use their observations and ideas to suggest answers to questions. - Carry out simple practical tests, make careful observations and draw simple conclusions. 	<ul style="list-style-type: none"> - Practical activities/investigations. - Modelling - Knowledge Organiser 	<p>Continuous throughout.</p> <p>Observations</p> <p>Discussions.</p> <p>Investigation</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying.</p> <p>Asking simple questions using their observations and ideas to suggest answers to questions.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Perform simple tests.</p> <p>Observe closely, using simple equipment.</p>	<p>RSHE – life cycle</p> <p>PSHCE – exercise, health</p> <p>Islamic studies- Allah made everything</p>
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Previous learning: Y1 – distinguish between object and material; sort objects 3 ways				Next learning: Y3 – magnetic materials			
2.3 Uses of Everyday Materials	6-8	<ul style="list-style-type: none"> - Identify uses of different everyday materials. - Identify and group the uses of everyday materials. Record observations. - Compare the suitability of different everyday materials. - Explain how the shapes of objects made from some materials can be changed (bending, twisting, squashing and stretching) - Explain the process of recycling. - Find out information about the inventor John McAdam. 	<ul style="list-style-type: none"> - Compare the uses of different everyday materials. - Compare the suitability of different everyday materials. - Explain the basic process of recycling. - Explain the advantages of recycling. - Name the process invented by John McAdam. <p>Working scientifically</p> <ul style="list-style-type: none"> - Group objects based on the material they are made from. - Group materials based on what they are used for. - Identify the material objects are made from and what they are used for. - Test objects to identify how they can change shape. - Group objects based on how they can be recycled. - Find out information about John McAdam to complete a factfile. 	<ul style="list-style-type: none"> - Modelling - Practical activities/investigations using everyday materials. - Debates - Knowledge organiser 	<ul style="list-style-type: none"> Continuous throughout. Observations Discussions/debates. Investigation 	<ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To identify and classify the uses of everyday materials. To find out about people who have developed new materials. To gather and record data to help in answering questions. 	<ul style="list-style-type: none"> DT – materials, PSHCE - recycling History - inventor
	<p>Previous learning: In the Y1 Plants and the Y1 Animals including Humans units, children have learnt to identify, name, compare and classify a variety of plants and animals. They should be able to name some plants, including deciduous and evergreen trees. They should also be able to name some common mammals, fish, birds, reptiles and amphibians and know that some are carnivores, some are herbivores and some are omnivores.</p>				<p>Next learning: In the Y4 and Y6 Living Things and Their Habitats units, children will explore a variety of ways in which to identify and classify animals, plants and microorganisms into broader groups and will use classification keys. They will begin to consider the impact that environmental changes have on living things.</p>		
2.4 Living Things & Their Habitats	6-8	<ul style="list-style-type: none"> L1 - Compare the differences between things that are alive, used to be alive and have never been alive. L2 - Find and name some plants and animals in a local habitat and explain how they depend on each other. L3 - Find and name some plants and animals in a microhabitat and describe why they are suited to living there. L4 - Find and name some plants and animals in a microhabitat and describe why they are suited to living there. L5 - Describe how living things in habitats around the world depend on each other. L6 - Use a food chain to show how animals get their food. 	<ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead and things that have never been alive. - Identify and name a variety of plants and animals in their habitats and give simple explanations to show how some depend on each other. - Identify and name a variety of minibeasts in microhabitats and offer simple explanations about why they are suited to live there. - Find and name a variety of minibeasts in different microhabitats and give one or two reasons as to why they are suited to living there. - Identify a variety of animals and plants in world habitats and describe how they depend on each other. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and can identify and name different sources of food. 	<ul style="list-style-type: none"> - Practical activities/investigations. - Modelling. - Knowledge organiser 	<ul style="list-style-type: none"> Continuous throughout. Observations Discussions. Investigation 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identifying and classifying. 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. 	<ul style="list-style-type: none"> Geography-locations/maps Islamic studies-animal community, Allah created animals

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			<p>Working scientifically</p> <ul style="list-style-type: none"> - Identify some living and non-living things and their features (identifying, grouping and classifying). - Identify and name a variety of plants and animals and classify the type of habitat they belong to. - Gather and record data about minibeasts found, both in a table and a pictogram. - Collect two sets of information and use the results to answer an enquiry question; offer simple suggestions for their findings. - Identify a variety of animals and plants in world habitats. - Identify and classify some animals and their sources of food. 			<p>Gather and record data to help in answering questions.</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>	
<p>Previous learning: Y1 – identify/name garden/wild plants; label parts of plants; sort leaves into groups; measure growth of a plant</p>			<p>Next learning: Y3 – functions of different parts of plant; parts of a flower; flowering plants lifecycle</p>				
<p>2.5 Plants</p>	<p>6-8</p>	<p>L1 - Design and set up a test to find out what plants need to stay healthy. L2 - Look closely at the parts of a seed that will grow into a plant and explain how it will germinate. L3 - Describe the life cycle of a plant. L4 - Explain what plants need to grow and stay healthy. L5 - Describe what happens if plants don't get all the things they need. L6 - Explain how plants are suited to their habitats.</p>	<ul style="list-style-type: none"> - Suggest what they think a plant needs to grow and stay healthy. - Dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. - Order the life cycle of a plant and begin to explain what happens at each stage. - Explain that plants need water, light and a suitable temperature to grow and stay healthy. - Explain what happens if a plant does not get everything it needs. - Find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. - Understand how some plants are suited to their habitats. <p>Working scientifically</p> <ul style="list-style-type: none"> - Recognise ways in which they might answer scientific questions; carry out simple practical tests, using simple equipment. - Observe the natural world around them. - Notice links between cause and effect and talk about their findings to a variety of audiences in a variety of ways. - Use simple features to compare living things. 	<ul style="list-style-type: none"> - Practical activities/investigations. - Modelling. - Knowledge organiser 	<p>Continuous throughout.</p> <p>Observations</p> <p>.</p> <p>Discussions.</p> <p>Investigation</p> <p>.</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Performing simple tests.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Observing closely, using simple equipment.</p>	<p>Islamic Studies – Allah brings forth plants</p> <p>Numeracy-measurements (height)</p> <p>RSHE – Life cycle</p>

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