Curriculum Coherence – Year 2 Science

Term 1			
PRIOR LEARNING/STARTING POINT:			
Year 1			
 identify and name a variety of com 	imon animals including fish, amphibians, reptiles, birds and i	mammals	
 identify and name a variety of com 	mon animals that are amphibians, reptiles, birds and mamn	nals	
 identify and name a variety of com 	mon animals that are carnivores, herbivores and omnivores		
 describe and compare the structur 	e of a variety of common animals (fish, amphibians, reptiles	, birds and mammals including pets)	
 identify, name, draw and label the 	basic parts of the human body and say which part of the bo	dy is associated with each sense	
INTENT	IMPLEMENTATION	ІМРАСТ	
KNOWLEDGE	ACTIVITIES	OUTCOMES	
-Explore and compare the differences	Half term 1		
between things that are living, dead, and	never alive – children to explore this concept. Taken outside to	I can explore and compare things that are	
things that have never been alive.	find things for each category and explain how they know this.	living, dead and never alive.	
-Identify that most living things live in	Links to previous learning with different materials.	I can describe where animals get their food	
habitats to which they are suited and	Lesson 2 – explore food chains – recap previous learning from	rear describe where animals get their rood.	
describe how different habitats provide	investigate the idea of a food chain and what this might mean.	I can explain food chains.	
for the basic needs of different kinds of	Lesson 3- explore food chains – within forest school - children		
animals and plants, and how they depend	to find examples of food chains e.g. a spider, what does a spider	I can identify animals and their habitats	
on each other.	eat? What eats a spider?	(including microhabitats)	
	Lesson 4 – microhabitats – recap children's learning from year 1		
-Identify and name a variety of plants and	Explore this idea together. Explore how this links to food chains.	I can demonstrate how animals have adapted	
animals in their habitats, including	Lesson 5 – Children to write their own food chains always	to their habitats.	
microhabitats.	showing the transference of energy.		
-Describe how animals obtain their food	Lesson 6 – micro habitats – within forest school – children to		
from plants and other animals using the	magnifying glasses to the woods to have a look for		
idea of a simple food chain, and identify	microhabitats. They record this in a tally chart. Lots of		
and name different sources of food.	discussing around microhabitats and food chains.		
	Half term 2		
	Lesson 1 – micro habitats – links to art – design your own		
	animal which would live in a microhabitat. Discussions around		
	what they would need to help them survive e.g. a snail has a		
	shell to protect itself.		
	make their own pet rock that could live in a microhabitat.		
	Lesson 3 – design a microhabitat for their pet rocks to live –		
	children are to design a microhabitat always keeping in mind		
	what the pet needs to survive e.g. water, food source, shelter		
	etc.		
	what the pet needs to survive e.g. water, food source, shelter		
	etc.		
	Lesson 5 – make our microhabitats. Always keeping in mind		
	what the pet needs to survive e.g. water, food source, shelter		
	Lesson 6 – Make our microhabitats. Always keeping in mind		
	what the pet needs to survive e.g. water, food source, shelter		
	etc.		
VOCABULARY Observing identify establishing without		Next steps in learning	
Observing, identify, categorise, evaluate,		Veer 2 links into identify that animals	
living doad nover lived		rear 3 – links into identify that animals,	
nving, dead, never nved.		amount of nutrition and that they cannot	
		make their own food: they get nutrition from	
		what they eat.	
		Year 4 – links to recognising that living things	
		can be grouped in a variety of ways.	
		Exploring, classifying and identifying a variety	
		of living things in their local and wider	
		environment and recognising that	
		environments can change and that this can	
		sometimes pose dangers to living things.	

6

SKILLS

Working Scientifically is always at the forefront of science teaching with these key areas:

• Asking simple questions and recognising that they can be answered in different ways.

- Observing closely, using simple equipment
- Performing simple tests.
- Identifying and classifying.

• Using their observations and ideas to suggest answers to questions.

• Gathering and recording data to help in answering questions.



READING OPPORTUNITIES

Key Questions

What makes an effective habitat?

Do all animals need the same things to survive?

Can an animal survive in another animals' habitat?

What cause habitats to be destroyed?



LINKS

English – Nessie's food chain Forest school – many links, see above.

Curriculum Coherence – Year 2 Science

Term 2

PRIOR LEARNING/STARTING POINT:

<u>Year 1</u>

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE	ACTIVITIES	OUTCOMES
 Identify and compare the suitability of a 	Half Term 1	
variety of everyday materials, including	Lesson 1 – introducing changing shape of materials –	I can explain why different materials can be
wood, metal, plastic, glass, brick, rock,	recap children's learning from year one on different	used to make the same object.
paper and cardboard for particular uses	types of materials. Introduce materials that have the	
	ability to change shape. Use of signs to show bend,	I can tell you which properties make some
- Find out how the shapes of solid objects	twist, stretch and squash. Children to categorise	materials suitable for different purposes.
made from some materials can be changed	objects they find in the classroom and outside.	
by squashing, bending, twisting and	Lesson 2 – Changing shape of materials and suitability	I can tell you which properties make some
stretching.	 links to great fire of London topic – Which parts of a 	materials unsuitable for different purposes.
	fire engine need to be able to change shape, e.g. a fire	
	hose has to be able to bend.	



	 with different materials and changing their shape. Lesson 4 – suitability – recap children's learning of different materials. Children to predict most suitable material for different situations. Predicting with spoons and different liquids, which spoon is suitable for a hot drink for example. Lesson 5 – suitability – experimenting spoons experiment. Lesson 6 – suitability – evaluating spoons experiment. 	
	Half term 2 Lesson 1 – suitability of materials – trip to St Albans – looking at properties of materials. Lesson 2 – evaluation of trip. Lesson 3 – Preparation for egg day (STEM) – design (invent) suitable protection for an egg. Lesson 4 – build our inventions Lesson 5 – EGG DAY! (STEM) test out our inventions Lesson 6 – evaluate our inventions.	
 VOCABULARY Observation, prediction, investigation, designing, testing, concluding. SKILLS Working Scientifically is always at the forefront of science teaching with these key areas: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. 	READING OPPORTUNITIES	 <u>Year 3</u> observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Gathering and recording data to help in answering questions.	Key Questions	 Year 4 compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Curriculum Coherence	e – Year 2 Science	
Term 3		
PRIOR LEARNING/STARTING POIN	IT:	
<u>Year 1</u>		
 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 		
 identify and describe the basic structure of a variety of common flowering plants, including trees 		

INTENT	IMPLEMENTATION	IMPACT

Observe and describe how sprew and describe how plants need subset on the sprew and describe how plants and trees growth. I can observe plants and trees growth. Lesson 1 - How animals grow. Lesson 1 - How animals grow. I can observe plants and trees growth. Vester light and suitable temperature to grow and suphealth. Lesson 1 - Healthy eating. Lesson 1 - Healthy eating. -Notice that animals, including humans, for survival (water, food and air) Lesson 1 - Observing plants. Lesson 1 - Observing plants. -Find out about and describe the basis on ecds of animals, including humans, for survival (water, food and air) Describe the importance for humans of carcing, least of - Plant growth investigation - comparison to animals. Lesson 1 - Observing plants Lesson 5 - Plant growth investigation - comparison to animals. Lesson 5 - Plant growth investigation - comparison to animals. Lesson 5 - Plant growth investigation - comparison to animals. Lesson 5 - Plant growth investigation - conclusions/findings. Lesson 5 - Plant growth investigation - conclusions/findings. Lean write what 1 have found out from my investigation. VocabuLAPY Plant, observe, changes, findings, leaves, flowers (blossom), pratis, fruit, roots, bub, seed, trunk, strance, stem. ReadDing OPPORTUNITIES NEXT STEPS IN LEARNING VocabuLAPY Plant, observe changes, findings, at the forefront of science teaching with these key areas: Children will be noving onto nutrition and escience teaching with they	KNOWLEDGE	ACTIVITIES	OUTCOMES
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• Gathering and recording data to help in answering questions. • Moving onto digestive system. • Key Questions Key Questions	ideas to suggest answers to		changing environments can anect
to help in answering questions. Key Questions Key Questions	questions.		Moving onto digostivo system
Key Questions	• Gathering and recording data		
Key Questions	to help in answering questions.	at Annie Willow	
Key Questions			
		Koy Questions	
How and why do plants and different species grow?		how and why do plants and different species grow?	
Why do differently species grow differently?		Why do differently species grow differently?	
Why do uncreatly species grow uncreating: What do we need to stay healthy and strong?		What do we need to stay healthy and strong?	
Do humans grow the same as plants or animals?		Do humans grow the same as plants or animals?	