

APS CURRICULUM	SCIENCE	YEAR 2		YEARLY OVERVIEW	
Knowledge, Skills and understanding breakdown					
National Curriculum Links	Materials <i>Autumn Term</i>	All Living Things <i>Spring Term</i>	Animals Incl. Humans <i>Spring Term</i>	Plants <i>Summer Term</i>	Physical Processes <i>Ongoing through year</i>
Living things and their habitats Pupils should be taught to: - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 micro-habitats - 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. Plants Pupils should be taught to:	- Can they distinguish between an object and the material from which it is made? - Can they identify and name a range of everyday materials? (wood, plastic, metal, water, rock) - Can they describe the simple physical properties of a variety of everyday materials? - Can they compare and classify a variety of materials based on their simple physical properties? - Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) - Can they find out about people who developed useful new materials?	- Can they match certain living things to the habitats they are found in? - Can they explain the differences between living and non-living things? - Can they describe some of the life processes common to plants and animals, including humans? - Can they decide whether something is living, dead or non-living? - Can they describe how a habitat provides for the basic needs of things living there? - Can they describe a range of different habitats? - Can they describe how plants and animals are suited to their habitat?	- Can they describe what animals need to survive? - Can they explain that animals grow and reproduce? - Can they explain why animals have offspring? - Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) - Can they explain the basic needs of animals, including humans? - Can they describe why exercise and a balanced diet are important for humans? - Can they explain how animals get their food and draw a simple food chain?	- Can they describe what plants need to survive? - Can they describe how seeds and bulbs grow into plants? - Can they describe what a plant needs to grow and stay healthy? - Can they explain that plants grow and reproduce? - Can they compare how plants grow in different conditions by making measurements?	<i>(non-statutory)</i> Electricity - Can they explain how bulbs work in an electrical circuit? Sound - Can they describe different ways of making sound? - Can they explain why a sound is louder the closer they are to the source? Light - Can they compare the brightness and colour of lights? - Can they explain what dark is; using words like shadow? - Can they explain why their shadow changes during the day?

• Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Animals, including humans Pupils should be taught to: • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Uses of everyday materials Pupils should be taught 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 • Find out how the shapes of solid objects made from some materials can be changed by squashing,	(Dunlop, MacKintosh, MacAdam) • Can they identify and compare the uses of a range of everyday materials? (wood, metal, plastic, glass, brick/rock, paper/cardboard) Can they explain how things move on different surfaces?	• Can they sort living things into groups and say why they sorted them in that way? • Can they identify and compare a variety of plants and animals found in different habitats and microhabitats? • Can they collect weather data about a local habitat and use it to explain the plants and animals they will find there?			
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bending, twisting and stretching.	More Challenging				
	Materials	All Living Things	Animals Incl. Humans	Plants	Physical Processes (non-statutory)
	- Can they describe the properties of different materials using words like transparent or opaque, flexible, etc.? - Can they sort materials into groups and say why they have sorted them in that way? - Can they say which materials are natural and which are man made? - Can they explain how materials are changed by heating and cooling? - Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? - Can they explain how materials are changed by bending, twisting and stretching?	- Can they name some characteristics of an animal that help it to live in a particular habitat? - Can they describe what animals need to survive and link this to their habitats? - Can they classify living things into groups according to a range of criteria they have been given?	- Can they explain that animals reproduce in different ways? - Can they name some characteristics of an animal that help it to live in a particular habitat? - Can they describe what animals need to survive and link this to their habitats?	- Can they describe what plants need to survive and link it to where they are found? - Can they explain that plants grow and reproduce in different ways?	Electricity - Can they make a bulb go on and off? - Can they say what happens to the electricity when more batteries are added? Sound - Can they explain what makes a sound louder and softer and higher and lower? - Can they explain how the loudness and pitch of sounds can be altered? Light - Can they explain why lights need to be bright or dimmer according to need? - Can they explain how the loudness and pitch of sounds can be altered?