



# Marston Moreteyne VC School Science Curriculum Year Two Overview

Working Scientifically	Plants	Animals (including humans)
<ul style="list-style-type: none"> <li>• I can ask simple questions and recognising that they can be answered in different ways</li> <li>• I can observe closely, using simple equipment</li> <li>• I can perform simple tests</li> <li>• I can identify and classify</li> <li>• I can use their observations and ideas to suggest answers to questions</li> <li>• I can gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and describe how seeds and bulbs grow into mature plants</li> <li>• I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• I can notice that animals, including humans, have offspring which grow into adults</li> <li>• I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<b>Uses of Everyday Materials</b>	<b>Living Things &amp; Their Habitats</b>	<b>Forces (non-statutory)</b>
<ul style="list-style-type: none"> <li>• I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• I can discuss changes in materials and explain what will happen if they are heated or cooled.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• I can 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</li> <li>• I can identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• I can 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</li> <li>• I can understand and use the vocabulary producer, prey, predator and consumer in producing simple food chains.</li> <li>• I can understand and use the vocabulary herbivore, omnivore and carnivore in describing and grouping animals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify forces in action and understand forces make things move.</li> <li>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>(These are covered through general discussion/stories and links to other curriculum areas e.g. malleable materials in Art)</p>

These are non-statutory objectives for Year Two but are covered through our thematic approach.