

Science Year 2	
Working Scientifically	• Ask simple questions and recognise they can be answered in different ways • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
Plants	• Identify and name a variety of common wild and garden plants inc. deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants inc. trees • 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, inc. Humans	• Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene
Living Things and their Habitats	• 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 inc. 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
Scientific Vocabulary	Related Vocabulary
Greater Depth:	• CT 2 - Pupils are able to discuss different scientific viewpoints (using a modelled frame) and are starting to form their own view point. This uses supplied information/ scientific questioning formats • C3 - Pupils are aware of scientific constants and variables and are starting to understand/ articulate different fair testing views and scientific approaches, which are beginning to shape their own scientific ideas • CT 4 - Children are able to make connections using variation theories -What is is/What it is not, and are beginning to understand non-examples. • C2 - They are starting to independently recognise different ways to investigate the same issue • CT 4 & C2 - Children are starting to make connections between scientific items studied so far • CT 5 - Children are starting to critically reflect on research/ given information (Based on a teacher

	modelled frame). They can collaborate with the teacher to formulate next steps and know how to record data to answer scientific questions • CO 2 - Pupils are further developing the use of modelled peer tutoring methods (pupil reciprocal teaching) • CO 3 - Pupils are further developing the ability to critique themselves as a scientific learner (using teacher modelled formats) • CO 6 - Children are further developing the ability to feedback their scientific learning and understanding (following a teacher model) in a specified group role within a 'jigsaw classroom' format • C1 & C2- Create scientific questions to pursue. Starting to adapt their scientific viewpoints based on findings (modelled support from the teacher - CT1) • CT3 - Pupils are starting to rank fair testing ideas with peers using previously modelled support • C4 - Starting to connect patterns and scientific characteristics to build their own new scientific enquiry ideas • C6 - Children are able to apply connected learning ideas to equitable/sustainability topics, with peer/group support • CO4 - Developing perseverance noting scientific mistakes as learning opportunities not jumping to a quick solution and starting to justify their thoughts on this • CO5 - Pupils set goals for scientific enquires/investigations using modelled stem sentences and summarise these with a partner • CT1 - Pupils summarise scientific observations and suggest answers to scientific questions
Topic/Novel Link:	

Defined End Point
- Demonstrates increasingly confident understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, observing changes, noticing patterns and carrying out simple tests