

BISHOP CREIGHTON ACADEMY - SCIENCE LONG TERM PLAN - YEAR 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Programme of study <i>(statutory requirements)</i>	Animals inc humans (Offspring, animals and young) - 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)	Everyday materials - 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, bending, twisting and stretching	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, including microhabitats - 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 - 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 (Healthy eating and exercise) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Working scientifically <i>(statutory requirements)</i> PURPLE = must be taught linked to subject knowledge	- Ask their own simple questions about what they notice 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	- Ask their own simple questions about what they notice 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	- Ask their own simple questions about what they notice 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		- Ask their own simple questions about what they notice 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	- Ask their own simple questions about what they notice 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
Possible enquiry or starting points <i>(non statutory guidance)</i>	- Introduce to the basic needs of animals for survival - introduce to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. <i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i> - work scientifically by: observing, through video or first-hand observation and		- raise and answer questions that help them to become familiar with the life processes that are common to all living things. - introduce the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘microhabitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). - raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. - compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. - sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. - describe how they decided where to place things, exploring questions like: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions.		- use the local environment throughout the year to observe how plants grow. - introduce the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. - work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.	- introduce to the importance of exercise and nutrition for humans. - work scientifically by: observing, through video or first-hand observation and measurement, how humans, grow; asking questions about what humans need to stay healthy; and suggesting ways to find answers to their questions.

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	measurement, how different animals grow; asking questions about what things animals need for survival and suggesting ways to find answers to their questions.		• construct a simple food chain that includes humans (eg, grass, cow, human) • describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.		
Ongoing learning	Plants - use the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.				