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| **Science**  **Year 2**  **2024 – 2025** | | |
| **Term 1.1**  **Living Things: Habitats** | | |
| Vocabulary | Knowledge | Objectives |
| * Life process * Nutrition * Predator * Carnivore * Herbivore * Omnivore * Food chain | Recall some life processes, giving examples of how they apply to plants and animals.  Classify objects into alive, never been alive and was once alive, giving reasons for their choices.  Match different plants and animals to their habitats.  Give examples of how animals use their habitat for food and shelter.  Recall that plants produce their own food for energy.  Name living things that are producers and place a producer at the beginning of a food chain.  Use and explain to use arrows to show the order in a food chain. | * I can identify the characteristics of living things. * I can recognise the difference between alive, were once alive and never been alive. * I can identify plants and animals in different habitats. * I can identify how habitats provides animals and plants with what they need to survive. * I can recognise how animals and plants depend of each other. * I can recall how animals get their food from plants and other animals. |
| **Term 1.2**  **Living Things: Microhabitats** | | |
| Vocabulary | Knowledge | Objectives |
| * Botanist * Characteristics * Minibeast * Microhabitat * Species * Classify | Identify and name a variety of plants and animals.  Recall that minibeasts live in microhabitats.  Describe microhabitats and their conditions.  Describe how microhabitats provide for the basic needs of animals and plants.  Explain the role of a botanist.  Group minibeasts and create simple classification keys.  Describe the appearance of flowering plants.  Use an identification chart to name flowering plants. | * I can classify a variety of minibeasts. * I can recognise how scientist answer questions. * I can recognise that living things live in habitats to which they are suited. * I can plan an experiment. * I can carry out an experiment and record data in a table. * I can identify a variety of flowering plants. |
| **Term 2.1**  **Uses of Everyday Materials** | | |
| Vocabulary | Knowledge | Objectives |
| * Material * Property * Flexible * Suitable * Elastic * Squash | Name objects with the same use that are made from different materials.  Name materials that are used to make objects with different uses.  Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.  Name properties that make materials suitable for their use. | * I can recognise that objects are made from materials that suit their uses. * I can recognise that objects are made from materials that suit their uses. * I can recognise that the shape of some solid objects can be changed. * I can compare the suitability of materials for uses. * I can recognise that the strength of some materials can be changed. * I can compare the suitability of materials for particular uses. |
| **Term 2.2**  **Animals: Life cycles and Health** | | |
| Vocabulary | Knowledge | Objectives |
| * Fitness * Basic needs * Off spring * Live young * Hygiene * Food groups | Identify stages in the life cycles of different animals, including humans.  Describe the basic survival needs of animals.  Explain how to take care of personal hygiene.  Describe some positive effects of exercise.  Identify foods in different food groups. | * I can identify different stages of the human life cycle. * I can match offspring to their parent. * I can observe and measure growth in humans. * I can identify and list the basic needs for survival for humans and animals. * I can explain the importance of exercise and personal hygiene. * I can identify how to have a balanced diet. |
| **Term 3.1**  **Plants: Plant Growth** | | |
| Vocabulary | Knowledge | Objectives |
| * Bulb * Seed coat * Germinate * Shoot * Seedling * Wilt | Recall that seeds have all the necessary parts inside for plants to grow.  Recall that seeds need water and warmth to germinate.  Recognise that light is required for healthy plant growth.  Sequence the stages of a plant’s life cycle.  Recognise the importance of healthy plant growth.  Describe the influences humans have on plants in the environment. | * I can recognise that seeds need certain conditions for growth. * I can recognise that seeds and bulbs contain what the need to grow into a plant. * I can describe what seeds need to germinate. * I can describe the effect of light on plant growth. * I can identify stages of a plant’s life cycle. * I can recognise what plants need for healthy growth. |
| Term 3.2  Making Connections: Plant Based Products | | |
| Vocabulary | Knowledge | Objectives |
| * Natural * Reduce * Reuse * Recycle * Eco-friendly * Human-made | Explain the terms reduce, reuse and recycle.  Describe how paper is made.  Select suitable materials for a plant pot.  Describe good growth conditions for seeds.  Describe eco-friendly materials.  Identify non-living materials to decorate a plant pot. | * I can describe how materials can be reused. * I can identify human-made and natural materials. * I can identify suitable materials based on their properties. * I can identify a material to help plants grow. * I can choose materials to create a suitable plant pot. |