



Science Implementation

Science is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. Currently, History and

Topic 1	Topic 2	Topic 3	Topic 4
Everyday Materials	Animals Including Humans	Plants	Living Things and their Habitats

Year 2 Science Implementation - Topic Specific Vocabulary			
Everyday Materials Material, Fabric, Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, , Brick, Paper, Squashing, Bending, Twisting, Stretching, Elastic, Foil	Animals Including Humans Survival, Water, Air, Food, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene, Nutrition, Reproduction, Lifecycle, Baby, Toddler, Child, Teenager, Adult, Elderly	Plants Seeds, Bulbs, Water, Light, Temperature, Growth, Fruit, Vegetables, Germination, Reproduction, Lifecycle, Root, Stem, Leaf, Bud, Flower.	Living Things and their Habitats Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert, Ocean



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Science Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

YEAR 2				
WHINSTONE SCIENCE ASSESSMENT YEAR 2			Evidence	
<u>Working Scientifically Y1 & Y2</u>			Additional Evidence	
	Grade 1=WTS		Date	Grade 1,2,3
	2=EXS			
3=GDS		Date	Grade 1,2,3	
<ul style="list-style-type: none"> • asking simple questions 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. 				
<i>N.B. Exceeding and Excelling are given as guidance examples only. TA should be used and judgments made based on achievements over and above the statutory requirements for each year group. Taken from KS2.</i>				
<u>4. Living things & their habitats (BIOLOGY) (Summer)</u>				
<ul style="list-style-type: none"> • 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. 				
<i>Exceeding - recognises that living things can be grouped in a variety of ways</i>				
<i>Excelling - recognises that environments can change and that this can sometimes pose dangers to living things</i>				
<u>3. Plants (BIOLOGY) (Spring)</u>				
<ul style="list-style-type: none"> • 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. 				
<i>Exceeding - identifies and describes the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers*</i>				
<i>Excelling - investigates and explains the way in which water is transported within plants.</i>				
<u>2. Animals, including humans (BIOLOGY) (Spring)</u>				
<ul style="list-style-type: none"> • 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. 				
<i>Exceeding - identifies that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i>				
<i>Excelling - knows the importance of the main food groups (carbohydrates, proteins, dairy, fruit and veg) and why each is needed.</i>				
<u>1. Uses of Everyday Materials (CHEMISTRY) (Autumn)</u>				
<ul style="list-style-type: none"> • 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. 				



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<i>Exceeding - Understand reversible and irreversible change and give examples.</i>				
<i>Excelling - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i>				