



Science Long Term Overview- Year 2



| Uses of Everyday Materials | Autumn 1 | | |
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| | NC Objectives | Overview | Working Scientifically |
| | <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 different uses | <ul style="list-style-type: none"> Classify materials. Make suggestions about alternative materials for a purpose that are both suitable and unsuitable Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat | <ul style="list-style-type: none"> Identifying and classifying Performing simple tests Using their observations and ideas to suggest answers to questions |
| Animals, Including Humans | Autumn 2 | | |
| | NC Objectives | Overview | Working Scientifically |
| | <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 | <ul style="list-style-type: none"> Explore the outside environment regularly to find objects that are living, dead and have never lived. Classify objects found in the local environment. Observe animals and plants carefully, drawing and labelling diagrams. | <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. |



Science Long Term Overview- Year 2



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| | <p>kinds of animals and plants, and how they depend on each other</p> | <ul style="list-style-type: none"> • Create simple food chains for a familiar local habitat from first-hand observation and research. • Create simple food chains from information given e.g. in picture books (Gruffalo etc.) | |
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| Uses of Everyday Materials | Spring 1 | | |
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| | NC Objectives | Overview | Working Scientifically |
| | <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <ul style="list-style-type: none"> • Classify materials. • Make suggestions about alternative materials for a purpose that are both suitable and unsuitable • Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for | <ul style="list-style-type: none"> • Identifying and classifying • Performing simple tests • Using their observations and ideas to suggest answers to questions |



Science Long Term Overview- Year 2



waterproofness to select the most appropriate for a rain hat

Spring 2

NC Objectives

Overview

Working Scientifically

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 including Humans

- 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)

- Make close observations of seeds and bulbs.
- Classify seeds and bulbs.
- Research and plan when and how to plant a range of seeds and bulbs.
- Look after the plants as they grow - weeding, thinning, watering etc.
- Make close observations and measurements of their plants growing from seeds and bulbs.
- Make comparisons between plants as they grow.

- Ask people questions and use secondary sources to find out about the life cycles of some animals.
- Observe animals growing over a period of time e.g. chicks, caterpillars, a baby.
- Ask questions of a parent about how they look after their baby.

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying



Science Long Term Overview- Year 2



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| | | <ul style="list-style-type: none"> • Ask pet owners questions about how they look after their pet. • Explore the effect of exercise on their bodies. • Classify food in a range of ways, including using the <u>Eatwell Guide</u>. • Investigate washing hands, using glitter gel. | |
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| Living things and their habitats | Summer 1 | | |
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| | NC Objectives | Overview | Working Scientifically |
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Explore the outside environment regularly to find objects that are living, dead and have never lived. • Classify objects found in the local environment. • Observe animals and plants carefully, drawing and labelling diagrams. • Create simple food chains for a familiar local habitat from first-hand observation and research. | <ul style="list-style-type: none"> • Identifying and classifying • Asking simple questions and recognising that they can be answered in different ways |



Science Long Term Overview- Year 2



- Create simple food chains from information given e.g. in picture books (Gruffalo etc.)

Summer 2

NC Objectives

Overview

Working Scientifically

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

- Make close observations of seeds and bulbs.
- Classify seeds and bulbs.
- Research and plan when and how to plant a range of seeds and bulbs.
- Look after the plants as they grow - weeding, thinning, watering etc.
- Make close observations and measurements of their plants growing from seeds and bulbs.
- Make comparisons between plants as they grow.

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying



Science Long Term Overview- Year 2



Animals including Humans

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| <h3>Animals including Humans</h3> | <ul style="list-style-type: none">• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <ul style="list-style-type: none">• Explore the effect of exercise on their bodies.• Classify food in a range of ways, including using the <u>Eatwell Guide</u>. | <ul style="list-style-type: none">• Identifying and classifying• Asking simple questions and recognising that they can be answered in different ways |
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