

Springfield Primary Academy

Inspiring Futures: Making Memories
 Learning Creatively with:
 High Expectations. Integrity. Respect. Resilience. Determination.



Year 2 Science Curriculum Map

Autumn 1	Spring	Summer 1
<p>L.O. to understand animals and humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate 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. <p>L.O. to work scientifically</p> <ul style="list-style-type: none"> • Ask simple questions. • Identify and classify. 	<p>L.O. to investigate living things</p> <p>Explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <ul style="list-style-type: none"> • 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. <p>L.O. to work scientifically</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Identify and classify. 	<p>Protecting our Environment</p> <p>L.O. to work scientifically</p> <ul style="list-style-type: none"> • Ask simple questions. • 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
Autumn 2		Summer 2
<p>L.O. to investigate materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. 		<p>L.O. to understand plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.

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<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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>L.O. to work scientifically</p> <ul style="list-style-type: none"> Ask simple questions. 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 		<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. 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. <p>L.O. to work scientifically</p> <ul style="list-style-type: none"> Ask simple questions. 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 	
<p>Depth and Challenge Research and create animal fact files Justify why animals live in particular habitats or have particular roles Create own creature and justify which animal group it would best belong to</p>		<p>Invent own investigation Devise a way to make it a fair test Hypothesize and justify choices</p>	<p>Create a poster of caring for different plants Research information on a plant or animal has adapted to a particular environment and create a presentation Produce a classification system for plants</p>
<p>British Values and SMSC Responsibility of caring for a pet Responsibility for caring the environment for humans and animals</p>		<p>Opportunities for group activities that teach co-operation and initiative</p>	<p>Responsibility of caring for a plant Responsibility for caring the environment for humans and animals</p>