



Spring Vale Primary School: Science Year Two



Topic: Living Things and their Habitats

Learning Aims:

- 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.



Steve Backshall

Learning Outcomes	Pupils can...
	<i>If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.</i>
Stage 2 expected	<ul style="list-style-type: none"> • I can identify things that are living, dead and never lived. • I can describe how a specific habitat provides for the basic needs of the things living there (plants and animals). • I can identify and name plants and animals in a range of habitats. • I can match living things to their habitat. • I can describe how animals find their food. • I can name some different sources of food for animals. • I can explain a simple food chain.
Stage 2 Exceeding	<ul style="list-style-type: none"> • I can name some characteristics of an animal that helps it to live in a particular habitat. • I can describe what plants need to survive and link it to where they are found. • I can classify living things into groups according to a range of criteria I have been given.

Wonder Question:
What is a micro-habitat?



Investigation Bank:

- Bug Hunting
- Habitat Trail Exploring
- Pond Dipping

Last Taught:
Year 1



Spring Vale Primary School: Science Year Two



Topic: The Use of Everyday Materials

Learning Aims:

- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- Compare how things move on different surfaces.
- Observe and name a variety of sources of sound, noticing that we hear with our ears.
- Recognise that sounds get fainter as the distance from the sound source increases.



John McAdam

Learning Outcomes Pupils can...

If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.

Stage 2 expected	<ul style="list-style-type: none"> • I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I can suggest why a material might or might not be used for a specific job. • I can explore how shapes can be changed by squashing, bending, twisting and stretching.
Stage 2 Exceeding	<ul style="list-style-type: none"> • I can describe the properties of different materials using words like transparent or opaque, flexible etc. • I can say which materials are natural and which are man-made. • I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.



Wonder Question:

What is the best material for a racing car tyre?



Investigation Bank:

- Bridge Building.
- Burning Experiment.
- Investigating how materials change.

Last Taught:
Year 1



Spring Vale Primary School: Science Year Two



Topic: Plants and Animals

Learning Aims:

- 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.
- 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.



Jane Goodall

Learning Outcomes

Pupils can...

If children cannot access the majority of the objectives they will be teacher assessed as emerging or developing.

Stage 2
expected

- I can describe how seeds and bulbs grow into plants.
- I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature.)
-

Stage 2
Exceeding

- I can describe what plants need to survive and link it to where they are found.
- I can classify living things into groups according to a range of criteria I have been given.



Wonder Question:

Why can a lotus plant not grow in the desert?



Investigation Bank:

- Flower Deconstruction Investigation
- Sunflower Growing Investigation / Observation

Last Taught:
Year 1