

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Science Year 2

	<b>Plants (Taught twice through year to see the effect of seasonality on growth of plants)</b>	<b>Use of Everyday Materials – identifying, grouping and classifying</b>	<b>Animals including humans – growth, exercise and nutrition</b>	<b>Living things and their habitats</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>*observe and describe how seeds and bulbs grow into mature plants</li> <li>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>*notice that animals, including humans, have offspring which grow into adults</li> <li>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>*explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>*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</li> <li>*identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>*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.</li> </ul>
<b>Skills</b> Procedural Knowledge 'I know how to'	<p><b>Plan</b> *Ask simple questions *Recognise that questions can be answered in different ways  <b>Do</b> Observe closely, using simple equipment *Perform simple tests Identify and classify  <b>Record</b> *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions  <b>Review</b> *Use their observations and ideas to suggest answers to simple questions</p>			

<b>Vocabulary</b>	seeds, bulbs, water, light, growth, healthy, shoot, seedling	Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze	offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene	Living, dead, never been alive, names of local habitats, pond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter
	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data,			
<b>Key Questions</b>	How and why do plants and different species grow? Why do different species grow differently?	Why are materials different? Can a material change shape?	What do we need to stay healthy and strong? Do humans grow the same as plants of animals?	What makes an effective habitat? Do all animals need the same things to survive? Can an animal survive in another animals' habitat? What cause habitats to be destroyed?
<b>Assessment</b>	Assessment on Insight every term as well as lesson by lesson observations based on knowledge, skills and key questions outlined above Peer and self-assessment opportunities Option to use White Rose End of Block assessments at teachers discretion			
<b>Cross Curricular Links/Character Education</b>	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together PE – investigation into the effects of exercise	Geography – links to habitats around the world Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together