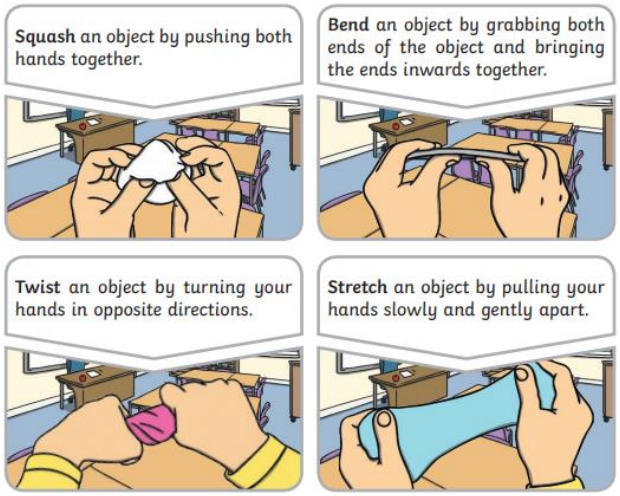
St. Bernadette's Catholic Primary School Knowledge and Skills

Year 2 Science

Everyday Uses of Materials

Knowledge	Skills
To know what materials are used for.	To **identify** and **gather data** on the uses of different materials around school and record observations. To **ask questions** about whether some materials can be used to make more than one thing.
To know the properties of materials that make them suitable or unsuitable for particular uses.	To use their **observations and ideas to suggest answers to questions.** To **perform simple tests** to distinguish between absorbent and waterproof materials.
To know how to change the shape of some materials.	To **classify** materials into groups based on how their shape can be changed.
To understand why recycling materials is important.	***To identify and classify*** *materials into recyclable and non-recyclable.*
To know about a scientist who has developed useful new materials.	*To **research** the significance of John Dunlop within science.*



Key Words

absorbent bendy brick dull elastic fabrics Foil glass man-made metal natural opaque plastic properties purpose recyclable rock rough shiny smooth soft squash stiff stretchy suitable transparent twist unsuitable waterproof wood

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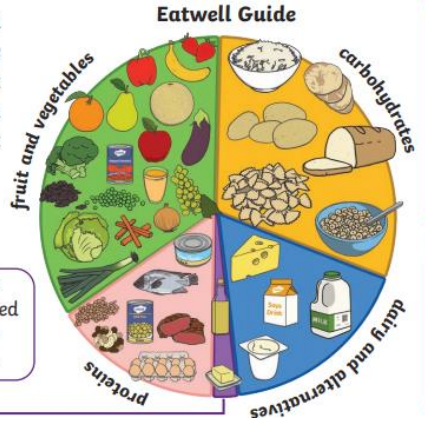
Animals Including Humans

Knowledge	Skills
To know that animals, including humans have offspring.	To **classify** offspring into groups that look similar/dissimilar to its adult counterpart.
To understand that all living things have a life cycle.	To **identify and compare** different stages of life.
To know the basic needs of animals and humans for survival.	To **ask simple questions** and recognise that they can be **answered in different ways**.
To know that humans must eat a balanced diet.	To use their **observations** and ideas to suggest answers to questions. To **classify** a variety of food into different groups.
To know that humans must exercise and maintain good hygiene.	To **perform simple tests** and begin to use the **data to answer questions** (Investigating the effect different exercises have on heart rate/breathing).
To know about a famous biologist.	*To research the significance of Louis Pasteur Within science.*

To grow into a healthy adult, we must eat the right types of food in the right amount and **exercise**.

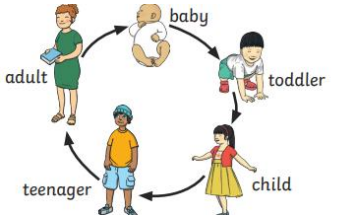


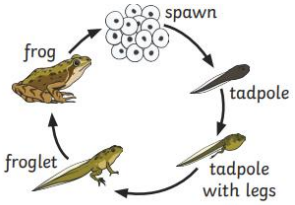
Key Words

adolescent adult backbones balanced diet bones child disease exercise farm healthy hygiene life cycle medicine muscles offspring pet skeleton survive teenager toddler young live young

To stay alive, all animals have 3 basic needs:

To stop illness and infections spreading, we must be hygienic and keep ourselves clean.





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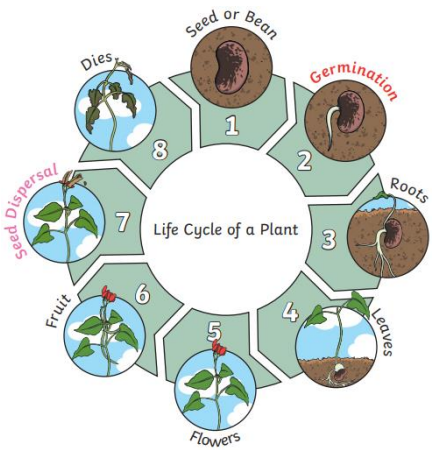
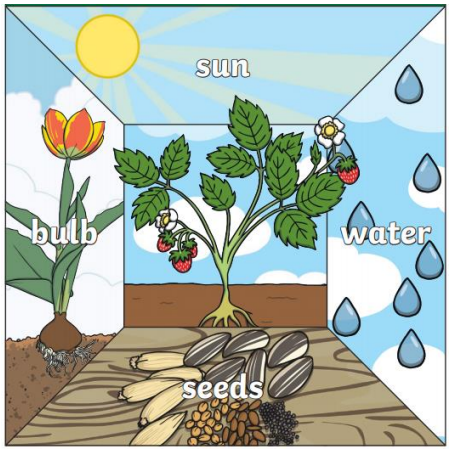
Plants

Knowledge	Skills
To observe how seeds and bulbs grow into mature plants.	Asking simple **questions**. **Observe** the growth of a variety of plants as they change over time from a seed or bulb, or observe similar plants at different stages of growth. Use their observations and ideas to **suggest answers to questions.**
To describe how seeds and bulbs grow into mature plants (the lifecycle of a plant).	**Record** the growth of a variety of plants as they change over time from a seed or bulb. Use their observations and ideas to **suggest answers to questions**.
To understand germination.	***Observe and record** the growth of a variety of plants as they change over time from a seed or bulb.* *Use their observations and ideas to **suggest answers to questions**.*
To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	To **perform a simple test** to find out what plants needs to stay healthy. **To gather and record data** in order to answer their questions (diagram, table, bar graph).
To know about a famous botanist.	*To research the significance of Jane Colden (America's first woman botanist) within science.*





Key Words
seeds bulb bean germination sprout shoot roots stem leaves flower fruit petal sunlight water temperature nutrition growth healthy

St. Bernadette's Catholic Primary School Knowledge and Skills

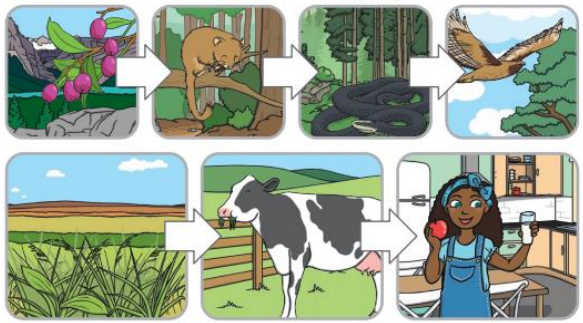
Year 2 Science

Living Things and their Habitats

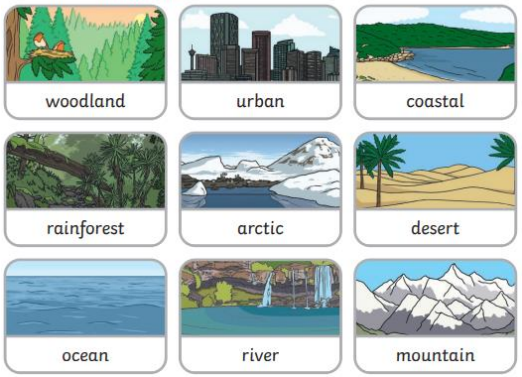
Knowledge	Skills
To explore and compare the differences between things that are living, dead, and things that have never been alive.	**Identify and compare** things that are living, dead and that have never been alive (MRS GREN). **Observe** and compare their characteristics using simple equipment.
To 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.	**Research** animals that live in contrasting habitats (EG. Arctic/desert). **Use their observations and ideas to answer questions** about why different animals are suited to their habitat/microhabitat.
To identify and name a variety of plants and animals in their habitats, including micro-habitats.	To **identify and classify** different animals that live in microhabitats in our local area (Eco Park). To **investigate and explore** how many minibeasts live in different micro habitats. To **gather and record data** (tally chart/pictogram).
To describe how animals obtain their food from plants and other animals (how animals and plants depend on each other), using the idea of a simple food chain.	To **identify and name** different sources of food. To **identify and classify** producers, consumers and predators within a food chain. **Explore** what might happen if a section of a food chain was missing. Use **observations and ideas to answer questions**.
To know about a famous scientist/conservationist.	*To research the significance of David Attenborough within science.*

Examples of microhabitats:

Food chains. The arrows mean 'is eaten by'.



Examples of habitats:



Key Words
Habitat microhabitat food chain producer consumer predator carnivore herbivore omnivore vegetation plants animals minibeasts survive living dead Movement Respiration Sensitivity Growth Reproduction Excretion Nutrition shelter food water