Year 2 coverage document

	Discover	Explore		Belong	
	Plants	Plants	Use of everyday materials	Animals (inc. humans)	Living things and their habitats
Knowledge	• 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 **KEY AREAS:** ➢ **Know and explain how seeds and bulbs grow into plants.** ➢ **Know what plants need in order to grow and stay healthy (water, light & suitable temperature).** **Prior knowledge: children should be able to identify and name a variety of common wild and garden plants.** **They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees**	• 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 **KEY AREAS:** ➢ **Know and explain how seeds and bulbs grow into plants.** ➢ **Know what plants need in order to grow and stay healthy (water, light & suitable temperature).** **Prior knowledge: children should be able to identify and name a variety of common wild and garden plants.** **They should be able to identify and describe the**	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **KEY AREAS:** ➢ **Know how materials can be changed by squashing, bending, twisting and stretching.** **Prior knowledge: children should be able to distinguish between an object and the material from which it is made.** **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.** **Describe the simple physical properties and compare and**	• 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 **KEY AREAS:** ➢ **Know the basic stages in a life cycle for animals, (including humans).** ➢ **Know why exercise, a balanced diet and good hygiene are important for humans.** **Prior knowledge: children should be able to identify and name a variety of animals.** **They should be able to describe the structure of different animals.**	• 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 microhabitats • 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 **KEY AREAS:** ➢ **Classify things by living, dead or never lived.** ➢ **Know how a specific habitat provides for the basic needs of things living there**

Year 2 coverage document

		basic structure of a variety of common flowering plants, including trees	**group together a variety of everyday materials.**	**Be able to draw/label basic parts of human body.**	**(plants and animals).** ➢ **Match living things to their habitat.** ➢ **Name some different sources of food for animals.** ➢ **Know about and explain a simple food chain.**
Key vocabulary	Words related to life processes; ***, grow, growth, produce, seed, bulb, water, light, food, germination, survival/survive, healthy*** Names for range of plants; ***daisy, dandelion, oak, tree…***Plant related vocabulary with different meanings in other contexts; ***shoot, fruit, earth, table*** Expressions to describe location; ***within, under, next to*** (Positional language)	Words related to life processes; ***, grow, growth, produce, seed, bulb, water, light, food, germination, survival/survive, healthy*** Names for range of plants; ***daisy, dandelion, oak, tree…***Plant related vocabulary with different meanings in other contexts; ***shoot, fruit, earth, table*** Expressions to describe location; ***within, under, next to*** (Positional language)	Name and identify properties of everyday materials *Metal, magnetic, dull, plastic, wood transparent paper bendy, glass, waterproof, clay, strong, rock, shiny, fabric, different from, sand, same as, materials, harder, hard, smoother, soft, group, rough, smooth* some materials can be changed by; *squashing, bending, stretching, twisting* Identify suitability of material for everyday objects; *Metal; coins, cans, cars, table legs,* *Wood; matches, floors, tables, doors* *Glass; windows, glasses/spectacles*	Related to growth from infant to adulthood. Other animal exemplifications may also be used; simple life cycles. Emphasis on understanding growth. ***Move, Grow, growth, have young, reproduce, feed, babies, toddlers, adults*** Needs for healthy living and growth. ***vegetables, bread, sweet, salty, water, air/oxygen, exercise, fruit, rice, milk, meat, diet , cheese variety, germ, healthy, balanced, unhealthy, medicines, safety, packaging, survival,***	Compare and sort things that are **living, dead** and **never been alive.** Use words and phrases related to life processes; ***growth, grow, move, have young, reproduce, feed***. Use words relating to keeping them healthy; ***food, shelter, live, warmth, rest, sleep, safe*** and relate to habitats of other creatures; ***plants, animals, habitats, micro-habitats****(e.g leaf-litter for woodlice),* as well as used positional language to describe; ***under log, near path, in the stream, behind the tree.*** As well as familiar habitats others may include; ***woodland environments , seashore, ocean, rainforest, pond*** NB: Simple food chains may be constructed
Linked scientist	**Charles Henry Turner**	**Charles Henry Turner**	Isaac R Johnson	David Attenborough	**David Attenborough**

Year 2 coverage document

Thinking scientifically	• Observe and record with some accuracy the growth of plants as they change over time. • Observe similar plants at different stages of growth Set up comparative test that shows that plants need light and water to stay healthy.	• Observe and record with some accuracy the growth of plants as they change over time. • Observe similar plants at different stages of growth Set up comparative test that shows that plants need light and water to stay healthy.	• Comparing the uses of everyday materials in and around the school with materials found in other places. (at home, the journey to school, on visits, in stories and rhymes and songs.) • Observing closely • Identifying and classifying the uses of different materials • Recording their observations Thinking about unusual and creative uses for everyday materials.	• Observing through video or first-hand observation and measurement, how animals inc. humans grow • Recording their findings using charts • Asking questions about what things animals (and humans) need for survival and what humans need to stay healthy Suggesting ways to find answers to their questions.	• Sorting and classifying things according to whether they are living, dead or were never alive. • Recording findings using charts. • Describing how they decided to place things. • Exploring questions such as: is a flame alive/ is a deciduous tree dead in winter? • Discussing ways of answering their questions. • Constructing simple food chains. • Describing conditions in habitats and micro-habitats. Finding out how the conditions affect the number or type of animal living in the habitat.

Year 2 coverage document

Year Group 2	Suggested Assessment Activity(ies)
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.	*Plant and observe e.g 'plant growth diary'. *Photographs of growth in wrong order-can they rearrange, can they label? Can they find the odd one out? *Take a variable in plant growth away-keep a diary and observe over time, make predicitions (linked to Working Scientifically)
Everyday materials Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	*Design and test. Make predictions (See Y1 for further ideas to extend upon) *Explore and experiment with materials. Tick sheet against properties/uses
Animals • 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	*Sequencing life cycles etc *Survival rucksack, desert island etc *Draw/make a healthy plate *Food experiments e.g 3 slices of bread; everyone touches, one touches and use tongs-which goes moldy first in plastic sandwich bag (Make predictions/explain) *Make hygiene poster/presentation
Living things and their habitats • 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 microhabitats • 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.	*Sorting activity (Using pictures/lists) *Observational work of a plant (living) Cut down and observe changes as it dies. *What do things need to stay alive (Links to sorting needs vs wants) *Design a habitat for a mythical/read animal *Look at pictures of habitats/places and predict who might live there *Make habitats and predict which animals might live there-observe over time (Were they correct-discuss why animals chose that location) *Draw food chains. Use small World to show food chains etc.

Ipad ideas for science

- Use of Hologo (AR app)
- Google Expeditions (science AR)
- Keynote animation of scientific concept (water cycle, forces, magnets, circuit)
- Use of numbers app to show data/results
- Using time-lapse to record plants growing
- 'Bug Hunt Bingo' on keynote
- Create a quiz on keynote
- Screen shot and narrate over the top (using screen record)
- Record selfie facts about a scientific concept
- Use of slo-mo function on camera (e.g. to show forces)
- Narrate over AR (using screen record)
- Using pages app to keep a journal of learning
- Use of Green screen (scientific report)
- Using Chatterpix – to share facts learned
- Photo journal

Year 2 coverage document