



Year 2			
BIOLOGY			CHEMISTRY
ANIMALS INCLUDING HUMANS	LIVING THINGS & THEIR ENVIRONMENTS	PLANTS	EVERYDAY MATERIALS
<ul style="list-style-type: none"> Animal reproduction Healthy living Basic needs 	<ul style="list-style-type: none"> Alive or dead Habitats Adaptations Food chains 	<ul style="list-style-type: none"> Plant and seed growth Plant reproduction Keeping plants healthy 	<ul style="list-style-type: none"> Identify different materials Name everyday materials Properties of materials Compare the use of different materials Compare movement on different surfaces
<ul style="list-style-type: none"> I know that animals, including humans, have offspring which grow into adults <i>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly)</i> I know about and can describe the basic needs of animals, including humans, for survival (<i>water, food and air</i>) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</i> 	<ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead, and things that have never been alive <i>Living, dead, never been alive,</i> I can 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 <i>suited, suitable, basic needs, food, food chain, shelter, move, feed, habitat, micro habitat</i> I can identify and name a variety of plants and animals in their habitats, including microhabitats <i>Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc.</i> I can 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. 	<ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants <i>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud</i> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <i>light, shade, sun, warm, cool, water, grow, healthy</i> 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <i>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</i> <i>Properties of materials – as for Year 1: hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through Plus: opaque, transparent and translucent, reflective, non-reflective, flexible, rigid</i> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <i>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</i>