



Key Ideas

- 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.

Vocabulary

Living, dead, organism, life process, reproduce, sensitive, nutrition, excrete, respire, grow, habitat, food chain.

Questions to consider

- How would you group these plants and animals based on what habitat you would find them?
- How would you group things to show which are living, dead, or never been alive?
- What conditions do woodlice prefer to live in? Where can we find the most worms?

Important things to know/find out

- To know that plants and animals are called living organisms
- Something is only alive if it does all seven processes: move, reproduce, sensitive, nutrition excretes, respire and grow.
- Living things are made from cells which are too small for the naked eye to see.
- Things that never lived are not made from cells.





Key Ideas

- 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.

Important things to know/find out

- There are four main parts to a plant which are made to do the seven live processes
- Flowers-reproduction. They are colourful and smell to attract insects; they make pollen (male sex cell) part of the flower dies to leave seeds
- Leaves-nutrition. The green chlorophyll in leaves uses sunlight to change carbon dioxide gas and water into food-photosynthesis
- Stem-hold and move towards the light. It carries water and minerals from the roots to the rest of the plant.
- Roots-anchor the plant. They have tiny hairs to soak in the water and minerals from the soil.
- Minerals are very important for the plant.

Vocabulary

Flowers, leaves, stem, roots, nutrition, reproduction, anchor, minerals, photosynthesis, oxygen-carbon dioxide, fertilisers.

Questions to consider

- How does the school pond change over a year?
- What happened to my bean after I planted it?
- Do bigger seeds grow into bigger plants?



Key Ideas

- 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.

Important things to know/find out

- Lifecycle of a chicken, butterfly, humans
- The right food is important for a healthy body.
- You need to eat a balanced diet
- A balanced diet is a mixture of seven food types: carbohydrates (starches), carbohydrates (sugars), proteins, fats, vitamins and minerals, fibre and water.
- Four ways of looking after teeth-brushing, flossing, dentist, eating sensible food
- The general health and state of well-being can be affected in many different ways including:
 - poor diet
 - exposure to disease-causing micro-organisms (microbes are tiny living things) or pathogens (germs)
 - coughing
 - sneezing
 - eating contaminated food
 - mosquitoes, ticks and fleas
 - Exposure to harmful substances
 - Lack of exercise, rest and sleep
 - Stress

Vocabulary

Microbe, disease, personal hygiene, healthy.

Questions to consider

- Which offspring belongs to which animal?
- How much food and drink do I have over a week?
- Which age group of children wash their hands the most in a day?
- What do you need in a healthy diet and why?



Topic: Materials
(uses properties & changes)

Year: 2

Strand: Science

Key Ideas

- 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

Important things to know/find out

- some things are made of natural materials
- Some natural materials come from underground like rock, oil, precious stones, metal and clay.
- Some natural materials come from living things-wood, cotton, silk, wool
- Some things are made of synthetic materials (man-made) nylon/polyester, plastic, fleece fabric, fibreglass.
- Materials have properties which make them useful-strong, hard, flexible, rigid, transparent (lets light through) absorbent (soaks up liquid) stretch, compress
- Some materials let heat pass through them easily.



Vocabulary

Materials, flexible, string, rigid, transparent, opaque, translucent, stretch, compress, absorbent, insulator, conductor, natural/man-made, synthetic.

Questions to consider

- How would you group objects into once living never been living?
- Which materials are shiny and which are dull?
- Which materials let electricity/heat pass through them and which don't?
- Would a paper boat float forever?
- Do magnetic materials always conduct electricity?
- How are plastics made?