



Year	2	Topic	Living things and their habitats
Curriculum objectives			
<ol style="list-style-type: none">1. Explore and compare the differences between things that are living, dead, and things that have never been alive.2. 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.3. Identify and name a variety of plants and animals in their habitats, including micro-habitats.4. 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.			
Classifying			
<ul style="list-style-type: none">• Find things that are living.• Find things that are dead.• Find things that have never been alive.• Classify things found in the environment (choosing their own criteria to do so), leading to living, dead and never been alive.• Classify minibeasts found in the environment based on physical structure.• Classify plants found in the environment.			
Observing over time			
<ul style="list-style-type: none">• Explore animals in micro-habitats throughout the year (under a rock, under a log, in a pond, in a bush, in the long grass).• Explore plants in micro-habitats throughout the year (e.g. woodland area, ponds, meadows).			
Pattern seeking			
<ul style="list-style-type: none">• Children generate questions for investigation such as:<ul style="list-style-type: none">▪ Are there more daisies in the meadow or on the field?▪ Where do you see more ivy?▪ Where do you see more butterflies?			



- Where do snails live?

Comparative/Fair testing

- Not relevant

Researching

- Use secondary sources to name plants and animals seen in the local environment that they may not currently be able to name (Leafsnap UK on Apple App Store, SEEK INaturalist on google play and Apple App Store, textbooks, Woodland Trust resources).
- Research what animals they have first-hand experience of eat.



Year	2	Topic	Plants
Curriculum objectives			
<ol style="list-style-type: none"> 1. Observe and describe how seeds and bulbs grow into mature plants. 2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 			
Classifying			
<ul style="list-style-type: none"> • Based on the children's own criteria: <ul style="list-style-type: none"> ▪ classify seeds ▪ classify bulbs. 			
Observing over time			
<ul style="list-style-type: none"> • Plant seeds and bulbs and observe how they grow. 			
Pattern seeking			
<ul style="list-style-type: none"> • Children generate questions for investigation such as: <ul style="list-style-type: none"> ▪ Do big seeds germinate more quickly? ▪ Does it matter which way round you plant a bulb or seed? ▪ Which comes first, the root or the shoot? 			
Comparative/Fair testing			
<ul style="list-style-type: none"> • Not relevant 			
Researching			
<ul style="list-style-type: none"> • Look at packets to decide how to plant and care for seeds e.g. How much water do they need? Do they need shade/full sun? 			



Year	2	Topic	Animals, including humans
Curriculum objectives			
<ol style="list-style-type: none"> 1. Notice that animals, including humans, have offspring which grow into adults. 2. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 3. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			
Classifying			
<ul style="list-style-type: none"> • Based on the children's own criteria: <ul style="list-style-type: none"> ▪ classify food items ▪ classify animals. 			
Observing over time			
<ul style="list-style-type: none"> • Observe a life cycle (e.g. caterpillars, chicks, farm animals). • Observe how their body changes during/after exercise. 			
Pattern seeking			
<ul style="list-style-type: none"> • Not relevant 			
Comparative/Fair testing			
<ul style="list-style-type: none"> • Not relevant 			
Researching			
<ul style="list-style-type: none"> • Research adult animals and their young e.g. googling pictures and names of animal babies – swan and cygnet. 			

Year	2	Topic	Uses of everyday materials
Curriculum objectives			
<ol style="list-style-type: none"> 1. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 			
Classifying			
<ul style="list-style-type: none"> • Based on the children's own criteria, classify materials e.g. samples of wood, metal, plastic, etc. 			
Observing over time			
<ul style="list-style-type: none"> • Not relevant 			
Pattern seeking			
<ul style="list-style-type: none"> • Not relevant 			
Comparative/Fair testing			
<ul style="list-style-type: none"> • Test materials for different uses (e.g. Which material can you use to make an aeroplane? Which fabric would you use for curtains? Which materials are best for Cinderella's mop? Which fabric would you choose for Elastigirl's costume? Which paper can be used for a book, fabrics for a child's dungarees, materials for aeroplanes etc?) 			
Researching			
<ul style="list-style-type: none"> • Not relevant 			