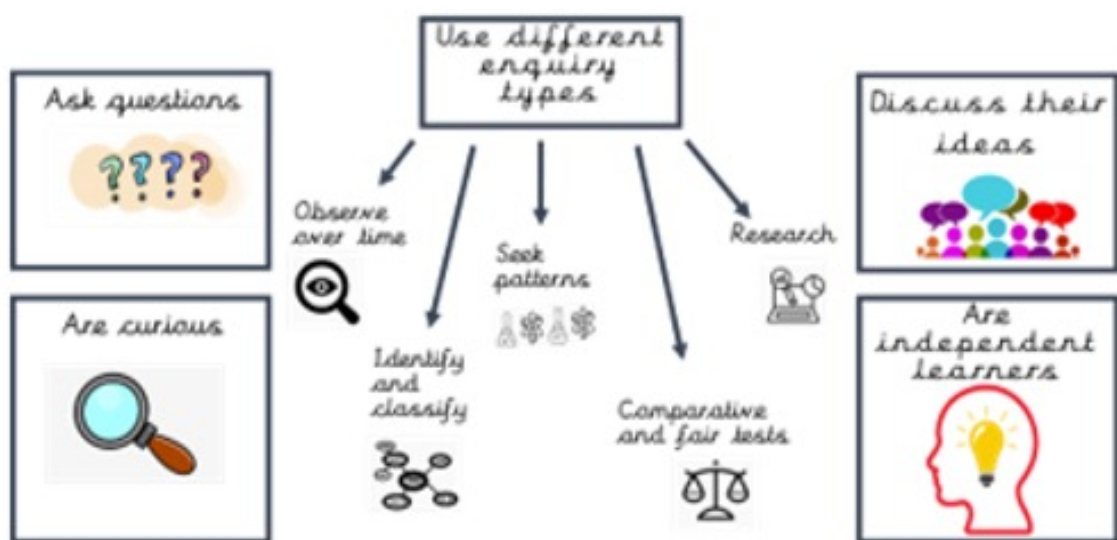
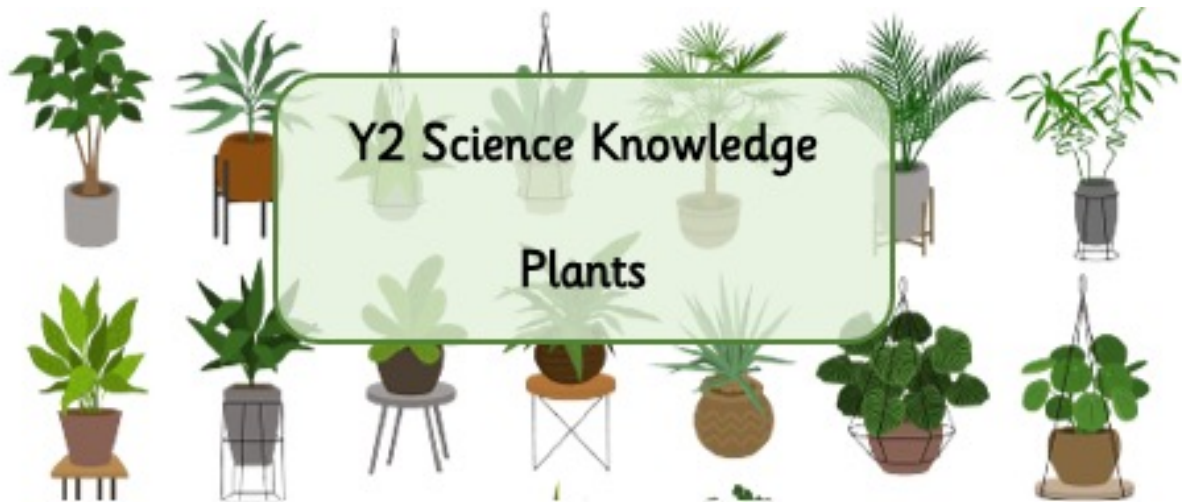


# Y2 Science Overview

## Scientists at Rivelin...





**As part of this unit children will know:**

- 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 Vocabulary**

Light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling

## Y2 Science Knowledge

### Animals including Humans




#### As part of this unit children will know:

- 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 Vocabulary

Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g., chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g., meat, fish, vegetables, bread, rice, pasta, dairy)



## Y2 Science Knowledge

### Use Of Everyday Materials

#### As part of this unit children will know:

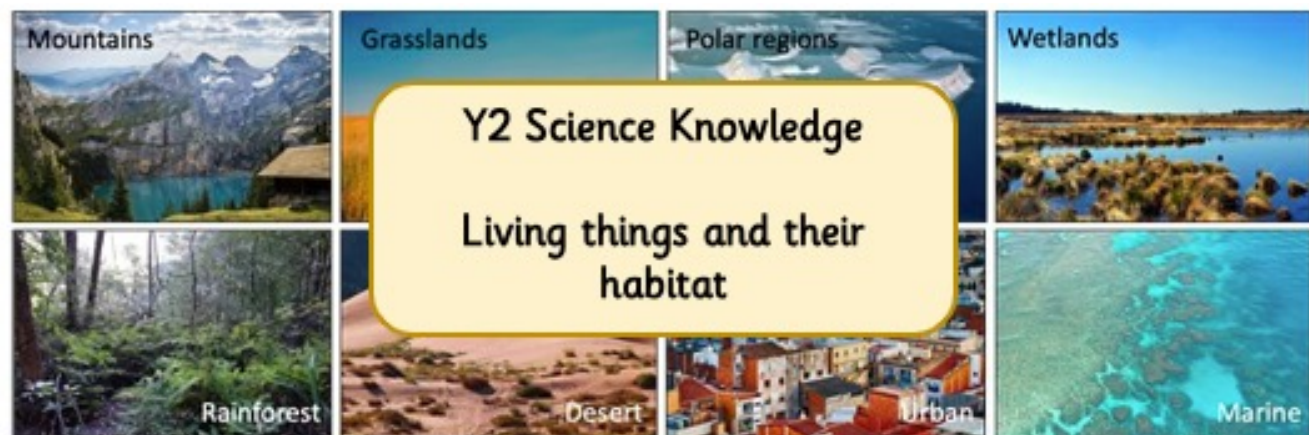
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Key Vocabulary

**Names of materials** – wood, metal, plastic, glass, brick, rock, paper, cardboard.

**Properties of materials** - elastic, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid

Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching



### As part of this unit children will know:

- 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.

### Key Vocabulary

Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland, etc.), names of micro habitats (e.g. under logs, in bushes, etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied

### Local Habitats

School garden (micro-habitats), Rivelin Valley (river, woodlands, millponds)