

By the end of Year 2 most pupils should be able to do work which requires them to:

WORKING SCIENTIFICALLY	
STATUTORY	NON-STATUTORY
ALL LIVING THINGS AND THEIR HABITATS	
<p>STATUTORY Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NON-STATUTORY</p> <p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe</p>

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	<p>how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human); describing the conditions in different habitats and micro-habitats (under log, on stony path, under bushes); finding out how the conditions affect the number and type(s) of plants and animals that live there.</p>
<p>PLANTS</p>	
<p>STATUTORY</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NON-STATUTORY</p> <p>Pupils should use the local environment throughout the year to observe how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees). Pupils should be introduced to the requirements of plants for growth and survival, as well as the process of reproduction and growth in plants.</p> <p>Note: Seeds and bulbs need water to grow but do not need light; seeds and bulbs have a store of food inside them.</p> <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>

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ANIMALS INCLUDING HUMANS	
<p>STATUTORY</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NON-STATUTORY</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first- hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>

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EVERYDAY MATERIALS	
<p>STATUTORY</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard ▪ compare how things move on different surfaces. 	<p>NON-STATUTORY</p> <p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass; tables can be made from plastic, wood, metal, but not normally from paper).</p> <p>Pupils might work scientifically by: 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, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. Pupils should be encouraged to think about unusual and creative uses for everyday materials. They could ask questions about the movement of objects such as toy cars on different surfaces; comparing them, by measuring how far they go; ordering their findings and recording their observations and measurements, for example by constructing tables and charts, and drawing on their results to answer their questions.</p>

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SOUND	
<p>STATUTORY</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ observe and name a variety of sources of sound, noticing that we hear with our ears ▪ recognise that sounds get fainter as the distance from the sound source increases. 	<p>NON-STATUTORY</p> <p>Linked with work in music, pupils should explore various ways of making sounds, for example using a range of musical instruments to make louder and softer and higher and lower sounds.</p> <p>Pupils might work scientifically by: comparing different sound sources and looking for patterns; carrying out tests to find the best places to locate fire bells in school.</p>