

	Statutory Requirements	Working Scientifically non-statutory	Vocabulary
Year 2 Working Scientifically	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. 	<p>Classifying Observing over time Pattern seeking Research Comparative/fair testing</p>	
Plants	<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>Observing over time 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 Comparative/fair testing To conduct comparative tests to show that plants need light and water to stay healthy.</p>	<p>Previous Vocabulary component, energy, growth, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower New vocabulary reproduction, bulb, seed, survival, temperature,</p>
Living things and their habitats	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Classifying Sorting and classifying things according to whether they are</p>	<p>Previous vocabulary Habitat, growth, absorption, deciduous, evergreen, flower, plant,</p>

	<ul style="list-style-type: none"> • 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 microhabitats • 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>living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: '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).</p> <p>Research & Observing over time</p> <p>They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p>tree, structure, roots, stem, leaf, trunk, flower, herbivore, carnivore, omnivore</p> <p>New Vocabulary</p> <p>birth, decay, energy ,microhabitat, dead, life cycle, food chain, source, nutrients, reproduction, consumption ,environment</p>
Animals including humans	<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>Observing over time</p> <p>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>	<p>Previous vocabulary</p> <p>growth, habitat, nutrients, living things grow, consume nutrients and reproduce;</p> <p>New vocabulary</p> <p>reproduction, offspring, adult, bulb, seed, survival, temperature, hygiene, exercise</p>

		<p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	
<p>Uses of everyday Materials</p>	<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 • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Comparative/fair testing 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).</p> <p>Classifying & Observing Observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p>Previous Vocabulary absorption, matter,</p> <p>New Vocabulary conductor, brick, paper, cardboard, friction, movement, suitability, surface, stretch, twist, waterproof, deformation, flexible, rigid</p>