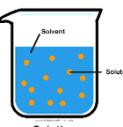
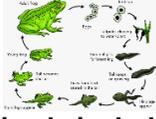


Science			Year 2		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Living Things and their Habitats:</p>	 <p>Materials:</p>	 <p>Y1 Consolidation:</p>	 <p>Animals including Humans:</p>	 <p>Animals including Humans:</p>	 <p>Plants:</p>
<p>LI: To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>LI: To identify that most living things live in habitats to which they are suited and sort animals into habitats.</p> <p>LI: To describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>LI: To compare animal and plant life in micro habitats.</p> <p>LI: To describe how different animals and plants depend on each other.</p> <p>LI: To describe how animals get their food from plants and animals using a food chain</p>	<p>L.I: To identify materials and how they are used to make different things.</p> <p>L.I: To compare materials and explain why materials are suitable or unsuitable for different jobs.</p> <p>L.I: To recognise that different objects made from the same material can have different properties.</p> <p>L.I: To sort objects according to how their shapes can be changed.</p> <p>L.I: To test a variety of properties of materials. (whether materials are flexible, rigid, stretchy, squashy, elastic or stiff).</p> <p>L.I: To test the stretchiness of a material (elastic)</p>	<p>Y1 consolidation:</p> <p>L.I: To consolidate knowledge of a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>L.I: To consolidate understanding of the structure of common flowering plants, including trees.</p> <p>L.I: To consolidate knowledge of classifying animals in groups (fish, amphibians, reptiles, birds and mammals).</p> <p>L.I: To consolidate understanding of carnivores, herbivores and omnivores and identify animals in each group.</p> <p>L.I: To compare the structure of common animals (fish, birds, mammals, amphibians, reptiles).</p>	<p>LI: To describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>LI: To use your own criteria to sort foods into groups.</p> <p>LI: To sort food by food groups.</p> <p>LI: To apply knowledge of food groups to create a balanced meal.</p> <p>LI: To observe the effects of exercise.</p> <p>LI: To describe different ways to stay hygienic.</p>	<p>LI: To recognise what babies need to survive and where babies come from.</p> <p>LI: To record observations over a baby's lifetime.</p> <p>LI: To recognise the different stages of the human lifecycle and understand how they are different.</p> <p>LI: To understand the life cycle of a frog.</p>	<p>LI: To observe and draw seeds and bulbs, using a magnifying glass.</p> <p>LI: To observe over time and describe how seeds and bulbs grow into mature plants.</p> <p>LI: To predict and plan an investigation to find a suitable temperature for a plant to grow and stay healthy.</p> <p>LI: To record results of an investigation and write a conclusion.</p> <p>LI: To investigate how plants need light to grow and stay healthy.</p>