

# Orton Wistow Primary School – Curriculum Plan

Subject : Science - Plants

Year : 2

Term : Autumn



## Vocabulary

## Knowledge What children will know

## Understanding What children will understand

## Skills What children will be able to do

**Define the word and include etymology if useful.**

Learning	Teaching	Assessment
Remembering	Telling	Testing

Learning	Teaching	Assessment
Practising	Coaching	Observing

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

**Seed** - the unit of reproduction of a flowering plant, capable of developing into another such plant.

**Bulb** - a rounded underground storage organ present in some plants, notably those of the lily family, consisting of a short stem surrounded by fleshy scale leaves or leaf bases, lying dormant over winter.

**Plant** - a living organism typified by growing in a permanent site, that absorbs water and inorganic matter through its roots and uses photosynthesis through its leaves.

**Temperature** - the degree or intensity of heat

**Environment** - the surroundings or conditions in which a person, plant or animal lives or operates.

**Germination** - the phase of plant growth when the seed begins to sprout.

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.

Understand the conditions required for germination, growth and survival in some different plants.

**Observe, and record with some accuracy**, the growth of a variety of plants as they change over time from a seed or bulb.

**Observe** similar plants at different stages of growth.

**Set up a comparative test** to show plants need light and water to stay healthy.

**Working Scientifically**  
Identify and classify

Use their observations and ideas to suggest answers to questions.

# Orton Wistow Primary School – Curriculum Plan

Subject : Science – Uses of Everyday materials

Year: 2

Term : Spring

																					
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<p><b>Material</b> - the matter from which a thing is or can be made. From the Latin Materia which means matter.</p> <p><b>Squashing</b> - crush or squeeze (something) with force so that it becomes flat, soft, or out of shape.</p> <p><b>Bending</b> - shape or force (something straight) into a curve or angle.</p> <p><b>Twisting</b> - form into a bent, curling, or distorted shape.</p> <p><b>Stretching</b> - be made or be capable of being made longer or wider without tearing or breaking.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Find out about some people who have developed useful new materials for example John Dunlop, Charles MacIntosh or John McAdam.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Compare the uses of everyday materials in and around school and compare these with materials found in other places (at home, the journey to school, on visits, in stories); observing closely identifying and classifying the uses of different materials.</p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- Perform simple tests</li> <li>- Observe closely, using simple equipment</li> </ul>																		



# Orton Wistow Primary School – Curriculum Plan

Subject : Science – Animals including Humans

Year : 2

Term : Summer

																					
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<p><b>Exercise</b> - activity requiring physical effort, carried out to sustain or improve health and fitness.</p> <p><b>Offspring</b> the young born of living organisms, produced either by a single organism or, in the case of sexual reproduction</p> <p><b>Adult</b> a fully developed animal.</p> <p><b>Nutrition</b> the process of providing or obtaining the food necessary for health and growth.</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Working Scientifically</b> Ask simple questions and recognising that they can be answered in different ways</p> <p>Gather and record data to help in answering questions.</p>																		



# Orton Wistow Primary School – Curriculum Plan

Subject : Science – Living Things & their habitats

Year : 2

Term : Summer

																					
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<p><b>Habitat</b> – a natural environment or home of a variety of plants and animals.</p> <p><b>Micro – habitat</b> – a very small habitat e.g. woodlice under stones, logs or leaf litter.</p> <p><b>Plant</b> – a living organism typified by growing in a permanent site, that absorbs water and inorganic matter through its roots and uses photosynthesis through its leaves.</p> <p><b>Animal</b> – living organism that feeds or organic matter, typically having specialised sense organs and nervous system and being able to respond rapidly to stimuli.</p> <p><b>Food chain</b> - a series of organisms each dependent on the next as a source of food.</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Describe the conditions in different habitats and micro habitats and find out how the conditions affects the number and types of plants and animals that live there.</p>	<p>Sort and classify things according to whether they are living, dead or never alive and record their finding in a chart.</p> <p><b>Working Scientifically</b></p> <p>Ask simple questions and recognising that they can be answered in different ways</p> <p>Gather and record data to help in answering questions.</p>																		



