

Plants -

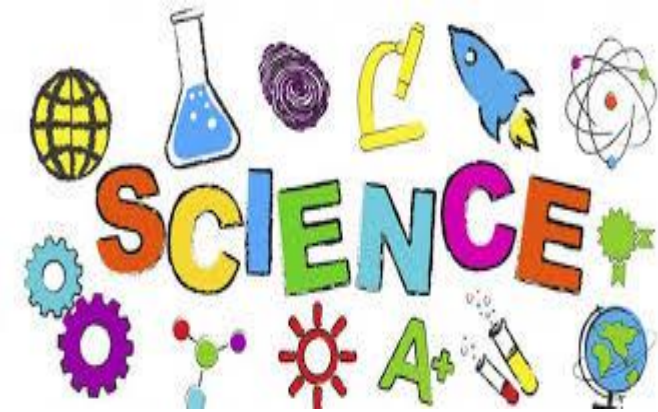
I can:

- 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



How to support science discovery and learning at home

- be brave and let them loose in the kitchen – making mixtures from the contents of the cupboard is a brilliant way to spend a wet afternoon <http://www.science-sparks.com/2013/04/27/kitchen-science-round-up>
- cook together – being able to plan and cook a balanced meal is a vital life skill and often much more enjoyable when the children get involved <http://www.bbcgoodfood.com/recipes/category/family-kids>
- get out and about hunting for mini-beasts - building houses for the caterpillars and ladders for spiders is loads of fun <http://www.woodlandtrust.org.uk/naturedetectives>
- find a patch of soil in the garden and plant your own veg – it's rewarding, it's cost effective and it's tasty <http://naturallysavvy.com/live/10-fruits-and-vegetables-to-plant-with-your-kids>
- if you get the chance visit museums and exhibitions – the majority are free and often have special events on during school holidays <https://www.dayoutwiththekids.co.uk/things-to-do/yorkshire/west-yorkshire/leeds/sightseeing/museums-art-galleries>



Year 2

The national curriculum for science aims to ensure that all pupils:

develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

DfE Science Curriculum 2014

At Meltham Moor we aim to deliver the science curriculum through as many practical, hands on lessons as possible. Lots of key English and maths skills are needed to complete the work and large elements of geography and history are taught alongside the science.

The children are expected to use key scientific vocabulary accurately and precisely. It can be tricky to understand this specialist vocabulary. It is important that the children build up this extended vocabulary in order for them to access the KS3 & 4 science curriculum. By encouraging your child to use key words and discussing their meaning it will really help them to develop their understanding and enjoyment of science as well as setting down solid foundation stones for later progression.

Set out below are the topics and 'I can' statements for Year 2. Although split over the year the topics are not taught discretely and we aim to include as many cross-curricular links as possible. Working scientifically specifies the understanding of the nature, processes and methods of science for each year group. It is not taught as a separate strand but woven throughout each topic.

Working Scientifically (Key Stage One) - I can:

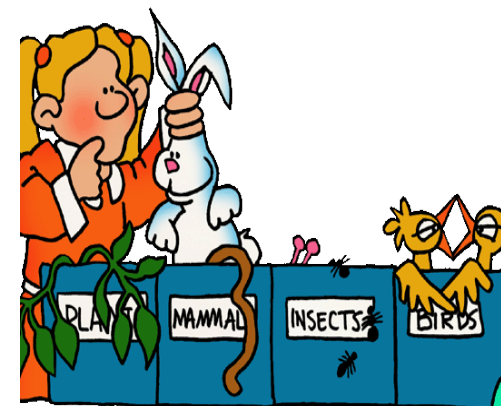
- ask simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify different groups and objects
- use my observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Uses of Everyday Materials - I can:

- 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

Animals (including humans) - I can:

- 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



Living Things & Their Habitats - I can:

- 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