

PATHWAY MAP – Science Year 2

KEY KNOWLEDGE	Animals including humans Animals have offspring, basic needs for survival, importance of exercise, food hygiene	Living things and their habitats Living and dead, describe habitats, basic food chains	Uses of everyday materials Uses of materials, changing shape of materials	Plants Seed/bulb grow into plants, what plants need
KEY VOCABULARY	Reproduce, baby, child, adult, grow, lifecycle, egg, healthy, hygiene, water, food, shelter	Habitat, ocean, woodland, forest, rainforest, desert, polar, grassland, adaptation, camouflage, diet, herbivore, carnivore, omnivore	Absorbent, waterproof, melting, moulding, properties, hard, soft, rigid, flexible, squashy, bendy, magnetic	Plant, seed, bulb, water, light, temperature, grow
PRE-ASSESSMENT TASK	Children to sequence and describe the life cycle of a frog, butterfly, chicken, human.	Match animals to their habitats and explain what the different habitats provide.	Children to identify the materials which different objects are made and explain the property of the material.	Give children a plant image and the question 'What do I need to grow?' for children to draw/annotate.
END ASSESSMENT TASK	Children to create a leaflet to inform others how to be a Healthy human. It must include <ul style="list-style-type: none"> - Healthy Eating - Exercise - Healthy Hygiene - Food Hygiene GD: Can they explain that animals reproduce in different ways?	Children to write a descriptive piece about an animal in a habitat, including as much detail as possible. GD: Can they describe what animals need to survive and link to their habitats?	Give children 2 materials/ objects and ask them to describe the properties of the materials in a mind map form. GD: Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	Children to revisit pre-learning task with a different colour. GD: Can they explain that plants grow and reproduce in different ways?
KEY SKILLS	<ul style="list-style-type: none"> • State if something is living, dead or non-living • Explain that animals grow and reproduce • Explain why animals have offspring which grow into animals • Describe some life cycles • Describe what animals need to survive • Understand why exercise, balanced diet and hygiene are important to humans • Use scientific vocabulary to describe • Organise things into groups 	<ul style="list-style-type: none"> • Match living things and their habitats • Describe how a habitat provides basic needs of the living thing that lives there • Describe a range of habitats • State how plants and animals are suited to their habitat • Compare several things 	<ul style="list-style-type: none"> • Describe simple physical properties of everyday materials • Compare and group materials based on properties • Research people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam) • Carry out a simple fair test • Say whether things happened as expected • Explore how solid objects can be changed (squashing, bending, twisting, stretching) • Identify and compare suitability of every day materials • Explain how things move on different surfaces • Find simple patterns Use text, diagrams, pictures, charts and tables to record observations 	<ul style="list-style-type: none"> • Know what plants need to survive • Observe and describe how seeds and bulbs grow and mature • Find out and describe basic needs of a plant to stay healthy • Describe whether something is living, dead or non-living • Use senses to help answer questions • Carry out a simple test and record findings
RESOURCES AVAILABLE	Outstanding science- unit 2C	Outstanding science- unit 2A	Outstanding science- unit 2D	Outstanding science- unit 2B