



Year 2

Animals including Humans



Animals



The Human Body

Living Things and Their Habitats



Animals



Plants

Everyday Materials



Materials and Matter

Plants



Plants



Year 2 Unit Overview – Animal Including Humans (Animals and The Human Body Strands)

National Curriculum:

Pupils should be taught to:

- **Notice that animals, including humans, have offspring which grow into adults .**
- **Find out 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 foods and hygiene.**

Outcomes:

Core Knowledge

Core knowledge, vocabulary and progression are outlined in the Science Knowledge Progression document (Animals + Human Body strand) and should be explicitly taught and revisited. This knowledge builds on prior learning and prepares pupils for future learning within the Animals + Human Body strand.

By the end of this unit all pupils should have had the opportunity to:

- Describe the basic needs of animals, including humans (food, water, air)
- Identify and describe a simple food chain
- Explain how animals obtain their food from plants and other animals
- Describe how animals (including humans) grow and change as they get older
- Compare life cycles of different animals

Teacher Support

Teachers are supported through high-quality, nationally recognised resources such as Oak National Academy, Explorify, TAPS Resources, ASE (Association for Science Education) and STEM Learning, ensuring consistency while maintaining professional autonomy

Working Scientifically

By the end of this unit pupils should have developed the following working scientifically skills:

Working Scientifically (TAPS framework)

Identify and classify

Use observations and ideas to suggest answers to questions

Gather and record data to help answer questions

TAPS Enquiries: Handspans (Identifying and classifying)

Other Enquiry Opportunities:

Ask questions (e.g. “What do animals need to survive?”)

Sort animals based on diet (herbivore, carnivore, omnivore)

Create simple food chains

Observe changes in animals over time (e.g. growth)

Possible Evidence and Assessment Opportunities:

Assessment is based on retrieval of sticky knowledge and application through discussion and practical work.

Retrieval of sticky knowledge (quizzes)

Observation of practical work

Use of scientific vocabulary in discussion

TAPS enquiry assessments

Retrieval Opportunities

Review prior knowledge at the start of lessons

Use low-stakes quizzes to secure sticky knowledge throughout the unit



Year 2 Unit Overview – Living Things and Their Habitats (Animals and Plants Strands)

National Curriculum:

Pupils should be taught to:

- **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**

Outcomes:

Core Knowledge

Core knowledge, vocabulary and progression are outlined in the Science Knowledge Progression document (Animals and Plants strand) and should be explicitly taught and revisited. This knowledge builds on prior learning and prepares pupils for future learning within the Animals and Plants strand.

By the end of this unit all pupils should have had the opportunity to:

- Identify things that are living, dead and never been alive
- Describe different habitats and the animals and plants that live there
- Identify and describe microhabitats
- Explain how animals and plants depend on each other
- Construct simple food chains

Teacher Support

Teachers are supported through high-quality, nationally recognised resources such as Oak National Academy, Explorify, TAPS Resources, ASE (Association for Science Education) and STEM Learning, ensuring consistency while maintaining professional autonomy

Working Scientifically

By the end of this unit pupils should have developed the following working scientifically skills:

Working Scientifically (TAPS framework)

Observe closely, using simple equipment

Identify and classify

Gather and record data to help answer questions

TAPS Enquiries: Nature Spotters and Woodlice Habitat (Identifying and classifying and gather and record data)

Other Enquiry Opportunities:

Ask questions (e.g. “Where do animals live and why?”)

Explore local habitats and microhabitats

Sort living, dead and non-living things

Observe how conditions affect what lives in a habitat

Possible Evidence and Assessment Opportunities:

Assessment is based on retrieval of sticky knowledge and application through discussion and practical work.

Retrieval of sticky knowledge (quizzes)

Observation of practical work

Use of scientific vocabulary in discussion

TAPS enquiry assessments

Retrieval Opportunities

Review prior knowledge at the start of lessons

Use low-stakes quizzes to secure sticky knowledge throughout the unit



Year 2 Unit Overview – Everyday Materials (Materials and Matter Strand)

National Curriculum:

Pupils should be taught to:

- 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.

Outcomes:

Core Knowledge

Core knowledge, vocabulary and progression are outlined in the Science Knowledge Progression document (Materials and Matter strand) and should be explicitly taught and revisited. This knowledge builds on prior learning and prepares pupils for future learning within the Materials and Matter strand.

By the end of this unit all pupils should have had the opportunity to:

- Identify and compare the suitability of everyday materials for different uses
- Explain why a material is suitable or unsuitable for a particular purpose
- Test how materials can be changed (squashing, bending, twisting, stretching)
- Compare how different materials behave when they are changed
- Choose materials for a purpose and explain their choices

Teacher Support

Teachers are supported through high-quality, nationally recognised resources such as Oak National Academy, Explorify, TAPS Resources, ASE (Association for Science Education) and STEM Learning, ensuring consistency while maintaining professional autonomy

Working Scientifically

By the end of this unit pupils should have developed the following working scientifically skills:

Working Scientifically (TAPS framework)

Perform simple tests

Identify and classify

Use observations and ideas to suggest answers to questions

TAPS Enquiries: Waterproof and Rocket Mice (Comparative testing)

Other Enquiry Opportunities:

Ask questions (e.g. “Which material is best for this job?”)

- Explain why a material is suitable or unsuitable for a particular purpose
- Identify, with reasons, possible uses for a given material
- Recognise that a material may come in different forms which have different properties
- Test materials for strength, flexibility, waterproofing
- Compare results of simple tests
- Use observations to explain choices

Possible Evidence and Assessment Opportunities:

Assessment is based on retrieval of sticky knowledge and application through discussion and practical work.

Retrieval of sticky knowledge (quizzes)

Observation of practical work

Use of scientific vocabulary in discussion

TAPS enquiry assessments

Retrieval Opportunities

Review prior knowledge at the start of lessons

Use low-stakes quizzes to secure sticky knowledge throughout the unit



Year 2 Unit Overview – Plants (Plants Strand)

National Curriculum:

Pupils should be taught to:

- **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**

Outcomes:

Core Knowledge

Core knowledge, vocabulary and progression are outlined in the Science Knowledge Progression document (Plants strand) and should be explicitly taught and revisited. This knowledge builds on prior learning and prepares pupils for future learning within the Plants strand.

By the end of this unit all pupils should have had the opportunity to:

- Observe how plants grow from seeds and bulbs
- Describe what plants need to grow and stay healthy (water, light, warmth)
- Identify and describe how plants change as they grow
- Compare how different plants grow in different conditions
- Ask questions and observe how changing conditions affects plant growth

Teacher Support

Teachers are supported through high-quality, nationally recognised resources such as Oak National Academy, Explorify, TAPS Resources, ASE (Association for Science Education) and STEM Learning, ensuring consistency while maintaining professional autonomy

Working Scientifically

By the end of this unit pupils should have developed the following working scientifically skills:

Working Scientifically (TAPS framework)

Observe closely, using simple equipment

Perform simple tests

Use observations and ideas to suggest answers to questions

Gather and record data to help answer questions

TAPS Enquiries: Compare Growth (Observing over time)

Other Enquiry Opportunities:

Ask questions (e.g. “What do plants need to grow well?”)

Observe and record plant growth over time

Compare plants grown in different conditions

Use simple measurements (e.g. height over time)

Possible Evidence and Assessment Opportunities:

Assessment is based on retrieval of sticky knowledge and application through discussion and practical work.

Retrieval of sticky knowledge (quizzes)

Observation of practical work

Use of scientific vocabulary in discussion

TAPS enquiry assessments

Retrieval Opportunities

Review prior knowledge at the start of lessons

Use low-stakes quizzes to secure sticky knowledge throughout the unit