



Year 2 Overview

	Key Objectives (knowledge) Physics	WS Key Areas	Vocabulary
Electricity	<ul style="list-style-type: none"> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify common appliances that run on electricity Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> Grouping & classifying Simple comparative & fair tests <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> Identifying differences, similarities or changes related to simple scientific ideas and processes Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Setting up simple practical enquiries and recording, classifying and presenting data in a variety of ways to help answer questions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question 	<p>electricity, electrical, mains, plugged in, battery, power, sets, rechargeable, solar, wind up, sound, light, heat, movement, cell, wire, bulb, bulb holder, circuit, buzzer, motor, complete, break, metal, component, short circuit, terminal, connect, disconnect, component, terminal, positive, negative, electron, model, switch, flow, electrical conductor, electrical insulator</p>
Forces	<ul style="list-style-type: none"> That pushes and pulls can change the shape of an object That pushes and pulls can make things speed up, slow down and change direction That pushes and pulls are an example of a force 	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> Grouping & classifying Comparative & fair testing Finding things out from secondary sources of information <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> ask simple questions about the world around me. observe closely, Using simple equipment to measure & observe things Perform comparative tests, following a method use observations and ideas to suggest answers to questions gather and record data to help in answering questions. Identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>Direction, distance, force,</p> <p>Further, furthest, fast, faster, fastest, slow, slower, slowest, push, pull, twist</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living things and their habitats</p>	<ul style="list-style-type: none"> • 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 describes how they are suited to that habitat • identify and name a variety of plants and animals in their habitats, including microhabitats • identifies animals from a range of animal groups and describes their observable features • describe how animals obtain their food from plants and other animals, using the idea of simple food chains and identify and name different sources of food 	<p>ENQUIRY TYPE:</p> <ul style="list-style-type: none"> • Grouping & Classifying • Finding things out using secondary sources of information • Noticing patterns/pattern seeking <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • Observing closely and gathering and recording data to help in answering questions 	<p>habitat, alive, living, once-lived, dead, never-lived, plants, animals, decay, rocks, soil, air, water, food chain, plants, animals, herbivores (eat plants and parts of plants), carnivores (eat other animals), omnivores (eat plants/ parts of plants and other animals), direction, source of food, habitat, food chain</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Materials</p>	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of different 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, stretching and twisting. • some materials occur naturally and others don't 	<p>ENQUIRY TYPES:</p> <ul style="list-style-type: none"> • Grouping & classifying • Carrying out simple comparative and fair tests <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> • Identifying and classifying • Using observations and ideas to suggest answers to questions • Performing simple tests • Observing closely, performing simple tests and using observations to suggest answers to questions, and gathering and recording data to help in answering questions • Gathering and recording data to help in answering questions 	<p>words that describe how something feels (for example, smooth, rough, soft, squashy, hard, bendy, stiff, warm, cold) and how it looks (shiny, dull, thin, flat, bumpy, thick, pointed), wood, metal, plastic, glass, rock, brick, paper, fabric, cotton, denim, fabric, fair, fleece, hardwearing, jersey, linen, lycra, nylon, polyester, rayon, silk, wear, wool, squash, bend, twist, stretch, pull, push, squashing, bending, twisting, stretching,</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Animals including humans</p>	<ul style="list-style-type: none"> • find out about and describe the basic needs of animals, including humans, for survival (water, food, air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene • All animals (inc humans) grow and change as they become older 	<p>ENQUIRY TYPES COVERED:</p> <ul style="list-style-type: none"> • Grouping & Classifying • Finding things out using secondary sources of information • Observing changes over time <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> • Identifying & classifying • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<p>food, healthy diet, dairy, fruits, vegetables, meat, fish, beans, fat, sugar, bread, potatoes, cereals, exercise, heart beat/rate, baby, child, toddler, compare, change, differences, dependent, independent, move, feed, eat, care, learn, appearance, annotate, life cycle, life story, stages, order, compare, differences, changes, pregnancy, birth, baby, toddler, child, teenager, adult, parent, elderly person, independent, grow</p>

<p style="text-align: center;">Plants</p>	<ul style="list-style-type: none"> • 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 • To know what a seed needs in order to germinate • That seeds produce new plants • That flowering plants produce seeds 	<p>ENQUIRY TYPE:</p> <ul style="list-style-type: none"> • Grouping & classifying • Observing changes over time • Carrying out simple comparative and fair tests • Noticing patterns/pattern seeking <p>WS KEY SKILLS:</p> <ul style="list-style-type: none"> • Observing closely using simple equipment • Asking simple questions and recognising they can be answered in different ways • Performing simple tests • Gathering and recording data to help in answering question • Using observations and ideas to suggest answers to questions 	<p>Seed, plant, bulb, grow, bean, soil, surface, plant, compare, test, bury, light, dark, water, prediction, germinate, radicle, root, shoot, leaves, change, seedling, mature plant, wilting, healthy, unhealthy, water, light, warmth, plan, change, care, predict</p>
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