

Year 2 Science Map

Working Scientifically	Materials – Grouping and Changing	Sound	Forces and Movement
<ul style="list-style-type: none"> • Respond to suggestions to identify some evidence that has been used to answer questions • Recognise basic features of objects, living things or event. • Draw on their observations and ideas to offer answers to questions. • Make comparisons between basic features or componemets of living things or event. • Present evidence they have collected inappropriate ways. • Communicate simple features of componemtns of objects, living things or events they have observed in appropriate forms. • Share their own ideas and listen to the ideas of others • Use simple scientific vocabulary to describe ideas and observations. • Work together on an experiement or investigation and recognise contributions made by others. • Say what happened in their experiment or investigation 	<ul style="list-style-type: none"> • identify some naturally occurring materials • predict and describe how heating can change some materials into new materials and state dangers of hot water • describe what happens to water when it is heated and cooled • record observations in tables and recognise when simple comparisons are unfair. 	<ul style="list-style-type: none"> • recognise and describe many sounds; • describe how sounds are generated by specific objects; • state that they hear sounds through their ears; • describe what they observe when they move further away from a source of sound; • make observations or measurements relating to sounds and with help present these in charts. 	<ul style="list-style-type: none"> • describe how to use pushes and pulls to make familiar objects speed up, slow down, or change direction or shape; • recognise that pushes and pulls are forces; • plan a comparison and decide whether it was fair; • make measurements of length using standard units and present these in a chart.
	<p>Using electricity</p>	<p>Plants/animals in the local environment</p>	<p>How we change/grow</p>
	<ul style="list-style-type: none"> • identify common appliances which use electricity; • describe the dangers associated with mains electricity; • construct and make drawings of simple working circuits and explain why some circuits work and others do not 	<ul style="list-style-type: none"> • recognise that different plants and animals live in the local environment and name some of them; • know that flowering plants produce seeds which grow into new plants; • describe what they observe as new plants grow; • record observations in tables, using these to draw conclusions 	<ul style="list-style-type: none"> • identify some types of food that make up their diet and name some examples of each; • recognise that an adequate diet and exercise are necessary for them to grow and stay healthy; • ask questions in order to make comparisons and describe differences they observe <i>eg between babies and toddlers</i>; • recognise that care needs to be taken with medicines and recognise that animals produce young
		<p>Nocturnal Animals</p> <ul style="list-style-type: none"> • Children will recognise how nocturnal animals are adapted to their habitats • Recognise which animals are nocturnal 	