ST PHILOMENA'S PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLANNING YEAR 2
2026 - 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	LIVING THINGS AND THEIR HABITATS					
LESSON OUTLINE	Is It Alive?	Habitats Near Me	Microhabitats and Minibeasts	Comparing Microhabitats	World Habitats	Food Chains
LEARNING OBJECTIVE	To distinguish living, dead and never-alive things using clear reasons.	To identify local habitats and explain how they support living things.	To name plants and animals found in a range of microhabitats.	To compare microhabitats and record where different animals are found.	To explain how animals and plants are suited to different world habitats.	To build simple food chains that show how living things depend on one another.
CURRICULUM LINKS	NC: comparing living, dead and never alive. WS: classify with reasons.	NC: identifying living things in their habitats. WS: field observation.	NC: identifying plants and animals in microhabitats. WS: identify and record.	NC: explaining habitat suitability and basic needs. WS: compare observations.	NC: describing habitats and basic needs. WS: research and compare.	NC: simple food chains; food sources and interdependence. WS: draw and explain food chains.
KEY KNOWLEDGE	• Living things carry out life processes; some things have never been alive. • Habitats provide living things with water, food, shelter and suitable conditions. • A microhabitat is a small area within a larger habitat. • Plants and animals are suited to the habitats where they live. • Food chains show that living things depend on other organisms for food.					

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	ANIMALS, INCLUDING HUMANS					
LESSON OUTLINE	Animal Offspring	Life Cycles	Growing Up	Survival	Exercise	Healthy Living
LEARNING OBJECTIVE	To recognise that many animals have young that grow into adults.	To describe and compare the basic stages of different animal life cycles.	To order changes that happen as humans grow from babies to adults.	To explain what animals and humans need to survive.	To investigate how exercise affects the body and supports health.	To explain the importance of hygiene and suitable food for healthy living.
CURRICULUM LINKS	NC: offspring growing into adults. WS: sort young and adults.	NC: recognising growth from young to adult. WS: observe patterns.	NC: describing human growth and development. WS: sequence and communicate.	NC: basic needs of animals for survival. WS: explain through examples.	NC: importance of exercise for humans. WS: investigate and record.	NC: importance of food and hygiene for humans. WS: discuss and apply.
KEY KNOWLEDGE	• Animals, including humans, produce young that grow. • Life cycles and growth patterns vary between animals. • Humans need water, food and air to survive. • Exercise, balanced eating and good hygiene help us stay healthy. • Different kinds of food contribute to health and growth.					

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	USES OF EVERYDAY MATERIALS					
LESSON OUTLINE	Materials and Their Uses	Objects and Materials	Changing Shape	Investigating Suitability	Where Materials Come From	Reduce, Reuse, Recycle
LEARNING OBJECTIVE	To compare the suitability of materials for everyday objects.	To explain why one object can be made from several different materials.	To investigate how some solid objects can change shape when forces are applied.	To test materials for a chosen practical purpose and explain findings.	To identify natural and manufactured materials and describe simple origins.	To use properties of materials to explain opportunities for reusing and recycling.
CURRICULUM LINKS	NC: suitability of everyday materials for particular uses. WS: compare and explain.	NC: suitability of everyday materials for particular uses. WS: classify objects.	NC: changing shapes by squashing, bending, twisting and stretching. WS: investigate and record.	NC: comparing suitability of materials for uses. WS: test and conclude.	NC: identifying and comparing everyday materials. WS: research using images.	NC: evaluating uses of materials; environmental enrichment. WS: apply evidence.
KEY KNOWLEDGE	• Materials are selected for jobs because of their properties. • A single object can be made of different materials. • Some objects can be bent, squashed, twisted or stretched. • Materials can be compared through simple practical tests. • Reusing and recycling materials may reduce waste.					

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	PLANTS					
LESSON OUTLINE	How Do Plants Begin?	Do Plants Need Light?	Do Plants Need Water?	How Do Seeds Start to Grow?	What Is the Life Cycle of a Plant?	What Do Plants Need?
LEARNING OBJECTIVE	To recognise that plants can grow from seeds and bulbs.	To investigate how light affects the growth of plants.	To test the effect of water on plant growth and describe changes.	To observe and describe how seeds germinate and grow.	To explain the stages from seed to mature plant and new seeds.	To draw conclusions about the conditions plants need to grow healthily.
CURRICULUM LINKS	NC: observing seeds and bulbs growing into plants. WS: observe seeds and bulbs.	NC: investigating light requirements for healthy plants. WS: set up a simple test.	NC: investigating water requirements for healthy plants. WS: observe over time.	NC: describing germination and growth. WS: keep a growing diary.	NC: observing and describing how plants grow. WS: sequence and explain.	NC: investigating conditions needed for plants to grow and stay healthy. WS: compare results.
KEY KNOWLEDGE	• Some plants grow from seeds and others from bulbs. • Germination is the beginning of growth from a seed. • Plants generally need water, light and suitable temperatures to grow well. • Germination can start without light, but young plants need light to grow healthily. • Plants mature and may produce new seeds.					

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	BIODIVERSITY: MINIBEASTS · TWINKL ENRICHMENT					
LESSON OUTLINE	What's a Minibeast?	Minibeast Menu	Plants and Microhabitats	Minibeast Mansions	Wonderful Worms	World of Minibeasts
LEARNING OBJECTIVE	To identify common minibeasts using observable characteristics.	To investigate what minibeasts eat and describe their roles in food chains.	To compare how plants support minibeasts in different microhabitats.	To design a suitable shelter using knowledge of minibeast needs.	To investigate the habitat needs and useful roles of earthworms.	To compare minibeasts from contrasting habitats and explain why biodiversity matters.
CURRICULUM LINKS	NC link: identifying animals in habitats. WS: observe and identify.	NC link: food sources and simple food chains. WS: research and describe.	NC link: identifying microhabitats and habitat suitability. WS: survey and compare.	NC link: describing how habitats meet animal needs. WS: design and explain.	NC link: investigating animals in microhabitats. WS: practical observation.	NC link: comparing organisms and habitats. WS: present comparisons.
KEY KNOWLEDGE	• Minibeasts are small invertebrates with varied features. • Minibeasts need suitable food, shelter and conditions. • Different microhabitats support different organisms. • Food chains help explain relationships between organisms. • Biodiversity refers to the variety of living things in an area.					

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT	SCIENTISTS AND INVENTORS · OPTIONAL TWINKL UNIT					
LESSON OUTLINE	Greenhouse Growing	Brilliant Botany	Doctor's Surgery	Discovering Germs	Charles Macintosh	Rachel Carson
LEARNING OBJECTIVE	To explore how a greenhouse can change conditions for plant growth.	To describe how botanists such as Jane Colden study and record plants.	To explain Elizabeth Garrett Anderson's contribution and link it to healthy living.	To describe how Louis Pasteur's work helped people understand germs and hygiene.	To investigate why waterproof materials can be useful and recognise Charles Macintosh's contribution.	To describe how Rachel Carson used scientific evidence to help protect the environment.
CURRICULUM LINKS	NC link: plant growth requirements; science in everyday life. WS: simple comparative enquiry.	NC link: identifying and recording plants. WS: examine botanical records.	NC link: human health and hygiene. WS: research and communicate.	NC link: hygiene and human health. WS: model or investigate hygiene.	NC link: materials and their properties. WS: test and record.	NC link: habitats and environmental enrichment. WS: explain evidence and impact.
KEY KNOWLEDGE	• Scientists use observations and tests to answer questions. • A greenhouse can help plants grow by changing environmental conditions. • Scientific discoveries can improve health and everyday life. • Some materials are waterproof because water does not pass through them easily. • Scientists including Rachel Carson have contributed to environmental protection.					