Changes to the Science Curriculum: Year 2

At a glance

How does the new curriculum compare to the QCA Schemes of Work (2000)?

What's gone?	What's been added?
• Making predictions and judging unfair tests • Reviewing & communicating results • Drugs as medicines • Treating others & animals with care/sensitivity • Care for the environment • Changes to materials with heating/cooling • Forces & movement • Electricity	• Simple food chains • Identify suitable materials for uses (moved from Y1) • Movement on different surfaces

In detail

A direct reference to the former objectives of the primary framework. Where an objective was covered in more than one block, it is only recorded once.

Red indicates no longer required in Y1; purple content has been moved to Y2; green content is new to Year 1

Scientific Investigation	
it is important to collect evidence by making observations and measurements when trying to answer a question	"observing closely, using simple equipment performing simple tests" "using their observations and ideas to suggest answers to questions"
ask questions and decide how they might find answers to them	"asking simple questions and recognising that they can be answered in different ways"
use first-hand experience and simple information sources to answer questions	"performing simple tests" "gathering and recording data to help in answering questions"
think about what might happen before deciding what to do	Not explicitly required in new PoS
recognise when a test or comparison is unfair	Not explicitly required in new PoS
follow simple instructions to control the risks to themselves and to others	Not explicitly required in new PoS
explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements	"identifying and classifying"
communicate what happened in a variety of ways, including using ICT	Not explicitly required in new PoS
make simple comparisons and identify simple patterns or associations	"identifying and classifying"
compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding	"using their observations and ideas to suggest answers to questions"
review their work and explain what they did to others	Not explicitly required in new PoS
Scientific Investigation	
Ask question & make suggestions	"asking simple questions and recognising that they can be answered in different ways"
Make observations & comparisons	"observing closely, using simple equipment" "gathering and recording data to help in answering questions."
Decide whether a prediction is correct	"using their observations and ideas to suggest answers to questions"
Collect & Organise data	"performing simple tests"
Group ideas, explaining criteria	"identifying and classifying"
Record ideas using drawings and charts	"gathering and recording data to help in answering questions."

Biology 1: Health & Growth	
that animals, including humans, move, feed, grow, use their senses and reproduce	"explore and compare the differences between things that are living, dead, and things that have never been alive"
that humans and other animals need food and water to stay alive	"find out about and describe the basic needs of animals, including humans, for survival (water, food and air)"
that taking exercise and eating the right types and amounts of food help humans to keep healthy	" describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene."
about the role of drugs as medicines	Not required in KS1
that humans and other animals can produce offspring and that these offspring grow into adults	"notice that animals, including humans, have offspring which grow into adults"

Biology 2: Plants & Animals in the local environment	
that animals, including humans, move, feed, grow, use their senses and reproduce	"explore and compare the differences between things that are living, dead, and things that have never been alive" "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."
identify similarities and differences between local environments and ways in which these affect animals and plants that are found there	"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"
find out about the different kinds of plants and animals in the local environment to relate life processes to animals and plants found in the local environment	"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"
how to treat animals with care and sensitivity	No longer mentioned in PoS
to recognise and name the leaf, flower, stem and root of flowering plants	Covered in Year 1
that seeds grow into flowering plants	"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."
care for the environment	No longer mentioned in PoS
	"identify and name a variety of plants and animals in their habitats, including microhabitats"

Biology 3: Variation	
to recognise and compare the main external parts of the bodies of humans and other animals	Covered in Y1
recognise similarities and differences between themselves and others, and to treat others with sensitivity	Not explicitly required in PoS
group living things according to observable similarities and differences	Could be part of new 'Thinking Scientifically' requirement

Chemistry 1: Grouping & Changing Materials	
recognise and name common types of material and recognise that some of them are found naturally	Moved to Y1
find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching	"find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching"
explore and describe the way some everyday materials change when they are heated or cooled	No longer required at KS1
(moved from Y1 unit)	"identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses"
(linked to former Sc4 material)	compare how things move on different surfaces.

Physics 1: Forces & Movement	
to find out about, and describe the movement of, familiar things	No longer required in KS1
to recognise that when things speed up, slow down or change direction, there is a cause	No longer required in KS1

Physics 2: Using Electricity	
about everyday appliances that use electricity	No longer required in KS1
about simple series circuits involving batteries, wires, bulbs and other components	No longer required in KS1
how a switch can be used to break a circuit	No longer required in KS1