



Science: Year 2

This guide leads to full coverage of the 2019 Cayman Islands National Curriculum for Science including the content and working scientifically skills. Find all of the science resources centrally on the [“Teaching Resources Science for NC2019”](#) area in the “Files” area of your school’s “Teams” team.

Sequence	NC Content and Skills (bullet points correspond directly to FFT)	In-School Resources	External Resources
<p>Autumn 1</p> <p>Completed by October half-term break</p>	<p>Animals, including humans:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about 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 food, and hygiene. <p>Working scientifically skills: (Task 1: Washing Hands)</p> <ul style="list-style-type: none"> 2: Observing closely, using simple equipment 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 1: Washing Hands Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Health and unhealthy foods (Y1 p32) Eating well (Y1 p34) Clean water is important (Y1 p36) Babies and adults (Y1 p44) Food for energy (Y3 p28) Eating the right food (Y3 p30) Eating the wrong food (Y3 p32) Exercise (Y3 p34) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS1 Our Body PSHE Life Cycles</p> <p>Big Cat Science Readers What’s in the Egg? (Lilac) My Family Tree (Pink A) Growing and Changing (Blue) Life Cycles (Sapphire)</p>	<p>Hamilton Trust “Healthy Animals”</p> <p>STEM Learning</p> <p>Health Services Authority</p> <p>Health City Cayman Islands</p> <p>Department of Agriculture</p> <p>Guy Harvey Ocean Foundation</p> <p>Mosquito Research and Control Unit</p> <p>National Trust for the Cayman Islands</p> <p>Turtle Centre</p> <p>Central Caribbean Marine Institute</p>
<p>Autumn 2</p> <p>Completed by Christmas holidays</p>	<p>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 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Working Scientifically skills: (Task 2: Microhabitats)</p> <ul style="list-style-type: none"> 6. Gathering and recording data to help in answering questions 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 2: Microhabitats Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Is it alive? (Y1 p2) Plants and animals are living things (Y1 p4) Plants can grow and move (Y1 p6) Things that have never been alive (Y1 P8) Plant and animal homes (Y1 P10) Different environments (Y1 p12) Exploring local environments (Y1 p14) What is an environment? (Y2 p2) Comparing natural environments (Y2 p4) Plants in different environments (Y2 p6) Animals in different environments (Y2 p8) Investigate a local environment (Y2 p12) Living and non-living things (Y3 p26) Adapting to different habitats (Y4 p26) Investigating different habitats (Y4 p28) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS1 Life Cycles</p> <p>Big Cat Science Readers The Oak Tree Red B) Water Bears (Yellow) What’s Underground (Blue)</p>	<p>Hamilton Trust “Habitats”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>Central Caribbean Marine Institute</p> <p>Department of the Environment</p> <p>Guy Harvey Ocean Foundation</p> <p>Mangrove Rangers</p> <p>Mosquito Research and Control Unit</p> <p>National Trust for the Cayman Islands</p> <p>Queen Elizabeth II Royal Botanic Park</p> <p>Turtle Centre</p>

Sequence	NC Content and Skills (bullet points correspond directly to FFT)	In-School Resources	External Resources
<p>Spring 1</p> <p>Completed by February half-term break</p>	<p>Everyday materials: (Note: These content objectives continue until the Easter holidays)</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically skills: (Task 3: Waterproof Materials)</p> <ul style="list-style-type: none"> 3. Performing simple tests 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 3: Waterproof Materials Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books (Note: This legacy resource does not match the current curriculum year-for-year) <ul style="list-style-type: none"> Natural materials (Y2 p34) Manufactured materials (Y2 p36) Materials can change shape (Y2 p40) Squashing materials (Y2 p42) Does it bend (Y2 p44) Twisting and stretching (Y2 p46) Structures (Y3 p54) Uses of materials (Y3 p56) Conductors and insulators in use (Y6 p82) Science Equipment manual with scans <p>Kit Boxes</p> <p>Science Investigations KS1 Earth Science Properties of Materials</p> <p>Big Cat Science Readers</p> <p>New From Old: Recycling Plastic (Blue) Robots (Blue) I’ve Just Had a Bright Idea (Green) From Tree to Book (Turquoise) How Does It Work? (Gold) Surgery Through Time (Ruby) How to Build a House (Sapphire)</p>	<p>Hamilton Trust “Materials Matter”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>National Trust for the Cayman Islands</p> <p>Cayman Catboat Club</p>
<p>Spring 2</p> <p>Completed by Easter holidays</p>	<p>Everyday materials: (Note: these content objectives continue on from the previous period)</p> <ul style="list-style-type: none"> 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 <p>Working Scientifically skills: (Task 4: Catboat masts)</p> <ul style="list-style-type: none"> 5. Using their observations and ideas to suggest answers to questions 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 4: Catboat masts Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books (Note: This legacy resource does not match the current curriculum year-for-year) <ul style="list-style-type: none"> Natural materials (Y2 p34) Manufactured materials (Y2 p36) Materials can change shape (Y2 p40) Squashing materials (Y2 p42) Does it bend (Y2 p44) Twisting and stretching (Y2 p46) Structures (Y3 p54) Uses of materials (Y3 p56) Conductors and insulators in use (Y6 p82) Science Equipment manual with scans <p>Kit Boxes</p> <p>Science Investigations KS1 Earth Science Properties of Materials</p> <p>Big Cat Science Readers</p> <p>New From Old: Recycling Plastic (Blue) Robots (Blue) I’ve Just Had a Bright Idea (Green) From Tree to Book (Turquoise) How Does It Work? (Gold) Surgery Through Time (Ruby) How to Build a House (Sapphire)</p>	<p>Hamilton Trust “Squash, Bend, Twist, Stretch”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>National Trust for the Cayman Islands</p> <p>Cayman Catboat Club</p> <p>Queen Elizabeth II Royal Botanic Park</p>

Sequence	NC Content and Skills (bullet points correspond directly to FFT)	In-School Resources	External Resources
<p>Summer 1</p> <p>Completed by Discovery Day in May</p>	<p>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 <p>Working Scientifically skills: (Task 5: Seeds)</p> <ul style="list-style-type: none"> 1. Asking simple questions and recognising that they can be answered in different ways 4. Identifying and classifying 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 5: Seeds Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> What do plants need to grow? (Y1 p18) Seeds grow into plants (Y1 p20) From seeds to plants (Y1 p22) Plants need water (Y3 p6) Plants need sunlight (Y3 p8) Plants need warmth (Y3 p10) Healthy plants (Y3 p12) What do seeds need? (Y5 p18) Do seeds need light? (Y5 p20) Growing seeds in variable conditions (Y5 p22) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS1 Life Cycles</p> <p>Big Cat Science Readers The Oak Tree Red B) The Gardening Year (Orange) Mega Plants (Copper)</p>	<p>Hamilton Trust “Ready, Steady, Grow!”</p> <p>STEM Learning</p> <p>Department of the Environment</p> <p>Mangrove Rangers</p> <p>National Trust for the Cayman Islands</p> <p>Queen Elizabeth II Royal Botanic Park</p>
<p>Summer 2</p> <p>Completed by Summer holidays</p>	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> 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 microhabitats 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 	<p>Teams: “Year 2” folder</p> <ul style="list-style-type: none"> Guide and Examples Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Plant and animal homes (Y1 P10) Different environments (Y1 p12) Exploring local environments (Y1 p14) What is an environment? (Y2 p2) Comparing natural environments (Y2 p4) Plants in different environments (Y2 p6) Animals in different environments (Y2 p8) Investigate a local environment (Y2 p12) Water plants (Y3 p14) Plants in the desert (Y3 p16) Mountain plants (Y3 p18) The importance of the environment (Y4 p24) Adapting to different habitats (Y4 p26) Investigating different habitats (Y4 p28) Feeding relationships (Y6 p30) Producers and consumers (Y6 p32) More about feeding relationships (Y6 p34) Food chains in different habitats (Y6 p36) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS1 Life Cycles</p> <p>Big Cat Science Readers The Oak Tree Red B) Water Bears (Yellow) What’s Underground (Blue) The Gardening Year (Orange) Why Can’t Humans Fly? (White) Mega Plants (Copper) Food Chains (Ruby) Coral Reefs (Pearl)</p>	<p>Hamilton Trust “Gardens and Allotments”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>Central Caribbean Marine Institute</p> <p>Department of the Environment</p> <p>Guy Harvey Ocean Foundation</p> <p>Mangrove Rangers</p> <p>Mosquito Research and Control Unit</p> <p>National Trust for the Cayman Islands</p> <p>Queen Elizabeth II Royal Botanic Park</p> <p>Turtle Centre</p>