**Science Medium Term Plan-Year 2**

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| **Our Changing World** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What lives in a habitat?** | To identify and name a variety of plants and animals in their habitats, including microhabitats | Observing closely and gathering and recording data to help in answering questions | Grouping and classifying |
| **2: How does a habitat change through the year?** | To 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 | Gathering and recording data to help in answering questions | Noticing patterns |
| **3: How do the animals in a habitat depend on each other?** | To 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 | Using observations and ideas to suggest answers to questions | Finding things out using secondary sources of information |
| **4: How do animals change?** | To notice that animals, including humans, have offspring which grow into adults | Using observations and ideas to suggest answers to questions | Observing changes over time |
| **5: What shall we plant for our soup?** | To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Asking simple questions and recognising that they can be answered in different ways | Finding things out using secondary sources of information |
| **6: How do plants grow and change over time?** | To observe and describe how seeds and bulbs grow into mature plants | Observing closely, using simple equipment | Observing changes over time |
| **7: How will we make our soup?** | To observe and describe how seeds and bulbs grow into mature plants Observing closely, using simple equipment | Observing closely, using simple equipment | Observing changes over time |

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| **Module 1: What’s in your Habitat?** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What is in your habitat?** | To 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; to explore and compare the differences between things that are living, things that are dead and things that have never been alive | Using observations and ideas to suggest answers to questions | Grouping and Classifying |
| **2: What do different animals eat in their habitats?** | To 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 | Gathering and recording data to help in answering questions | Finding things out using secondary sources of information |
| **3: Where can I live?** | To 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 | Using observations and ideas to suggest answers to questions | Grouping and classifying |
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| **Module 2: The Apprentice Gardener** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What will the seeds grow into?** | Observe and describe how seeds and bulbs grow into mature plants | Observing closely, using simple equipment | Grouping and classifying |
| **2: What do gardeners need to know?** | Observe and describe how seeds and bulbs grow into mature plant, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy | Asking simple questions and recognising that they can be answered in different ways | Observing changes over time |
| **3: How should we plant the seeds?** | Observe and describe how seeds and bulbs grow into mature plants. | Performing simple tests | Carrying out simple comparative and fair tests |
| **4: What is happening to our seeds?** | Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy | Gathering and recording data to help in answering questions | Observing changes over time; carrying out simple comparative and fair tests |
| **5: How tall will they grow?** | Observe and describe how seeds and bulbs grow into mature plants | Gathering and recording data to help in answering questions | Noticing patterns |
| **6: How can we care for our plants?** | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Using observations and ideas to suggest answers to questions | Observing changes over time |
| **7: What happens when a seed germinates**? | Observe and describe how seeds and bulbs grow into mature plants | Observing closely using simple equipment | Observing changes over time |
| **8: Does it matter how we plant the seeds?** | Observe and describe how seeds and bulbs grow into mature plants | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |
| **9: How expert are we?** | Observe and describe how seeds and bulbs grow into mature plants | Using observations and ideas to suggest answers to questions | n/a |
| **10: What do plants need to grow and be healthy?** | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Gathering and recording data to help in answering questions | Observing changes over time |
| **EL1: What can we plant our seeds in?** | Observe and describe how seeds and bulbs grow into mature plants | Performing simple tests | Carrying out simple comparative and fair tests |
| **EL2: Do plants need light?** | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Performing simple tests | Carrying out simple comparative and fair tests |
| **EL3: Do plants need water?** Performing simple tests Carrying out simple | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Performing simple tests Carrying out simple | Carrying out simple comparative and fair tests |
| **EL4: Do seeds and plants need soil?** Observe and describe how seeds and bulbs grow into | Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |

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| **Module 3: Good Choices** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: Can you describe the object?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Identifying and classifying | Grouping and classifying |
| **2: What material is it made of?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Identifying and classifying | Grouping and classifying |
| **3: Is that a good choice of material?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **4: Which materials are good for a toddler’s play dungarees?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Performing simple tests | Carrying out simple comparative and fair tests |
| **5: What fabric will make a bedroom dark?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Observing closely, performing simple tests and using observations to suggest answers to questions, and gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |
| **6: What shall we use to make a teabag?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Using observations and ideas to suggest answers to questions | Carrying out simple comparative and fair tests |
| **7: Which is the bounciest ball?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Performing simple tests | Carrying out simple comparative and fair tests |
| **8: What can you invent?** ideas to suggest answers to questions n/a | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Using observations and ideas to suggest answers to questions | n/a |
| **EL1: What materials are suitable for covering a tent?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |
| **EL2: How good is our tent?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |
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| **Module 4: Shaping Up** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: How can I make different shapes?** | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **2: How can I change the shape of an object?** | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Gathering and recording data to help in answering questions | Grouping and classifying |
| **3: What property allows a material to be changed?** | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Performing simple tests | Carrying out simple comparative and fair tests |
| **4: Which material should I choose?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **5: Which elastic should I choose for my catapult?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | Observing closely, using simple equipment | Carrying out simple comparative and fair tests |
| **6: What shall we use to make a catapult?** | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses |  | Carrying out simple comparative and fair tests |
| **EL1: What can pushes and pulls make?** | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |
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| **Module 5: Take Care** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: How can we sort this food?** | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Identifying and classifying | Grouping and classifying |
| **2: What food should we eat?** | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Using observations and ideas to suggest answers to questions | Grouping and classifying |
| **3: How can we stay fit?** | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Using observations and ideas to suggest answers to questions | Finding things out using secondary sources of information |
| **4: How can we stay clean?** | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Using observations and ideas to suggest answers to questions | n/a |
| **EL1: How can we stay healthy?** | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Using observations and ideas to suggest answers | n/a |
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