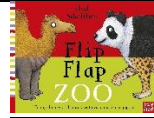
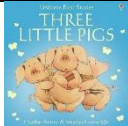


Science Knowledge and Skills Coverage. (Year 2)

INTENT	Content/ Knowledge	<u>Animals Including Humans</u> I notice that animals including humans have offspring which grow into adults. I can find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene				<u>Living Things and Habitats</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other. Identify and name a variety of plants and animals in their habitat, 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.				<u>Materials</u> To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. I can find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.				<u>Plants</u> To observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.																			
	Book/ Science Capital	  Health care assistant				● Mummy can I have a penguin story.				  John Dunlop				 Oliver Rackham				 Sam plants a Sunflower				 Carl Linnaeus				 George Washington Carver				 Alexander von Humboldt			
	Scientific Enquiry	 Look for patterns in animals		 Identify foods animals eat		 Identify and classify foods		 Observe over time		 Identify and classify objects		 Look for patterns in data		 Compare and group materials.		 Comparative tests.		 Identify and classify parts of a flower		 Observe plants over time		 Look for patterns											
		 Observe lifecycle over time		 Set up comparable test		 Look for patterns in how germs spread		 Use research		 Identify habitats		 Look for patterns in data		 Identify materials		 Notice patterns between materials.		 Observe over time how plants grow.		 Carry out comparative test		 Use research											
		 Research facts about animals		 Identify and classify foods		 Use research		 Revise, research and recall		 Research facts about animals		 Find out what animals eat.		 Use research for understanding.		 Comparative test.		 Identify plants using observations/identify plants in environment		 Record observations after time		 Look for patterns											
IMPLEMENTATION	Working Scientifically	 Identify animals and offspring		 Communicate findings about animals		 Use art to represent for groups		 Evaluate test		 Ask questions		 Use tables and pictograms		 Identify and classify materials.		 Carry out simple comparative tests.		 Label parts of a flower		 Make basic predictions		 Evaluate test											
		 Communicate findings		 Plan and carry out test		 Make simple predictions		 Answer questions using scientific knowledge.		 Draw basic conclusions		 Interpret results		 Labelled diagrams		 Predicting best material		 Make observations on how a plant grows		 Carry out simple tests		 Observe plants in different climates											
		 Ask simple questions		 Sort food into groups and record		 Communicate using models		 Answer questions using scientific knowledge.		 Record observations		 Communicate findings		 Draw basic conclusions		 Evaluate findings of tests		 Use a Venn diagram to sort and classify		 Communicate clearly how plants grow		 Record results/accurate measurements											
		 Ask simple questions		 Sort food into groups and record		 Communicate using models		 Answer questions using scientific knowledge.		 Record observations		 Communicate findings		 Draw basic conclusions		 Evaluate findings of tests		 Identify plants using observations		 Ask questions to investigate		 Evaluate learning											
		Ideas/WOW moments.	1- Matching animals with offspring. 2- Lifecycles 3- Using IT to answer questions 4- Animal menus 5- Investigating which exercises raise pulse rate. 6- Investigating food groups and tasting foods. Sort foods according to group. 7- Balanced diets, Links to art, children create art piece based on their food diaries. 8- Hygiene and medicines- investigation into why soap is important. 9 and 10- Children to design and create own microbe. Children to create their own soap or bath bomb. 11- germ investigation using bread. 12- Recap learning.				1- Sort, living, dead and never been alive. Egg box material hunt. 2- Sorting animals according to its biome. 3- Exploring different biomes. Who am I clues? Biome home learning 4- Micro habitats and mini beast hunting. 5- completing tables for extraordinary creatures. Creating own creature and habitat. 6- Food chain drama, draw food chains.				1. Mystery bag. Make material monsters. Sort materials 2. Materials hunt. 3. Materials drama and modelling, Silly materials. 4- comparing materials for 3 little pigs house. 5- Humpty dumpty investigation- make a protective sleeping bag using best material. 6- John Dunlop investigating bouncy materials.				1. Identify parts of the plant- dice game. 2. Sam plants a sunflower book- lifecycle of a sunflower and strawberry. 3. Observing seeds and observational drawings. Classifying seeds. 4. Seed hunt and identifying seeds. 5. Conditions for growth, seeds from the kitchen 6. Investigation into plant growth using different soils. 7. Investigating bulbs and recording seed growth/germination. 8- Conditions for growth experiment- cress. 9. Evaluating test. 10. Plants in different climates, how do plants adapt to their environment?																		

				11. Explore famous botanists. Outdoor learning- tree survey 12. Evaluate learning.
Cross curricular links/opportunities	• History- Exploring scientists in the past • Maths- reading tables and percentages. • MFL- learn different foods in different languages. • English- written evidence when interpreting evidence. Use scientific language. • IT- Using search engines to find information. Use of videos to explain scientific content. • PSHE- links to health and hygiene and how our bodies grow. Links to offspring and growing up. Links to drugs and medicines and how to keep our bodies healthy. Links to healthy eating. • DT- Links to food technology to prepare foods using the food groups. • Art- create own art piece using fruits- use artist Giuseppe Arcrimbolo.	• Geography- Exploring biomes around the world and climates. • Maths- completing tables. • DT- creating biomes. • English- research and interpreting data. Written clues. Drama. • Outdoor learning- mini beast hunting. • IT- research, ID apps. • MFL- learn animal names in different languages. • Art- drawing own animals from interpreting data.	• English- developing asking questions, materials drama. Links to well known stories. • ART/DT- Suitability of materials, making houses. • IT- use of videos to support scientific learning. • Maths- completing tables and reading data • Outdoor learning- look at different surfaces outside. • languages- introduce songs to support. • PSHE- how to keep ourselves safe in the dark using reflectors. • History- scientists from the past and history of tyres and roads.	• English- developing asking questions, links to growing stories, plant drama. • Maths- sorting seeds using different criteria- Venn diagram. Collecting data in tables. Reading thermometers. Measuring. • IT- use id apps and identification sheets. • Art- careful pencil drawings of seeds using observation skills- adding detail. • Geography- where do fruits come from. • DT- Food technology- tasting cress and different fruits and vegetables. • Geography- plants in different climates, how plants are adapted to different climates.
Resources needed to accompany the scheme	• Post it notes • Flip flap zoo book (optional) • Use of IT • Pulse metre/data logger (optional) • Sample of foods from each food group e.g. breads, cheese, lentil, fruit and vegetables, sweets or orange juice • Range of packaging • GloGerm gel (optional) • Washing up bowls • Pepper • Washing up liquid • Skewer/cocktail sticks • Coloured plasticine • Essential oils • Optional bath bomb equip- baking soda, citric acid, corn flour, sea salt, coconut oil, water, food colouring. • Bread • Zip lock bags	• Post it notes • Doll and puppet. • Sorting hoops. • Large leaves, water, grass (Astro turf) table lamp. Sand, mini cactus, rocks, lamp Frozen grass/mud or fake snow, ice. OR PICTURES printed from slides • Plastic animals or pictures of animals from slides. • Soil, grasses, shrubs, sand, lamp. Leaves, sticks, rocks, trees, gravel. Flocking grass/Astro turf, grasses, water, lamp. • Mini beast equipment e.g. pooter, umbrella, sieve, petri dishes, viewing tanks, nets, magnifying glasses.	• Post it notes • Range of materials and a bag (e.g. spoon, coin, fabric cap, woolly hat, paper, acorn, stone, peg) • Range of resources from each category. E.g. • Metal- aluminium foil, nuts, bolts, screws, coins, wire, paper clips, metal bottle tops, keys etc. Wood- wooden lolly sticks, skewers, cocktail sticks, pegs, twigs, tree bark, wooden spoons, small pieces of wood. Plastic- Plastic bags, cling film, bubble wrap, plastic cutlery, plastic packaging and bags, lego or duplo, cds, sequins, bottle tops. Paper- writing paper, sugar paper, crepe paper, news paper, tissue paper, tracing paper, paper art straws, coloured sticky notes. Fabric- wood, fur, leather, suede, voile, netting, denim and cotton. • Plasticine • Dice • Three little pigs book (optional) • Lollypop sticks, pasta, marshmallows, Lego or Polydron, cardboard, wooden bricks, paper cups, balsa wood etc. • Materials- newspaper, cotton wool, polystyrene, sponge, water, tissue, fabric, bubble wrap. Zip lock bag • Eggs. • Reflective equipment to share if you have it. • Ramp/strong card, Selection of balls	• Post it notes • Dice • Different seeds- acorns, conkers, sunflower, poppy, coriander, runner beans, kidney or mung beans, cress, sesame, coffee, brown rice, or coconut. • Magnifying glasses • Collection pots • Plastic plant pots or cardboard planters. • Soil, water, cocktail sticks (2 per group) • Plastic cups, materials such as cotton wool, tissue, soil, toilet paper, stones and sand, cress seeds. • Bulbs e.g. tulip, daffodil, hyacinth. • Magnifying glasses. • Seeds (Cress), planting pots/cups, Soil, water, thermometers, (air tight container if investigating no air)

IMPACT	Can sequence the stages of a baby. Observe these changes. Can describe how animals change as they get older. Develops understanding of how insects change (more than a butterfly) through lifecycle diagrams. Can explain what humans and other animals need to survive. Can describe how to keep clean and healthy. Has a good understanding of the food plate and understands ‘a healthy balanced diet’. Can adopt a menu to substitute food from the eat well plate. Understands the effect of exercise on the body.	Find a range of items which are dead, living. Can name plants/animals which live in different habitats and micro habitat. Can talk about the features of the animal/plant and how they are suited to the habitat. Can talk about what the animal eats. Can construct a food chain using simple diagrams.	Can name an object, say what material it is made from, identify properties and make a link between property and use. Whilst changing a shape of an object can describe the actions used. Can use suitable vocabulary. Simple tests relevant to properties. Describe similarities and differences in materials.	Can describe how plants that have grown from seeds and bulbs have developed over time. Can identify plants that grew well in different conditions. Can spot similarities and differences between bulbs and seeds. Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants.
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