

Subject Science				
Year	Skills/knowledge progression	Content	National Curriculum	Notes
2 T1	<p>Learn the parts of a flowering plant</p> <p>Know what a plant needs for healthy growth</p> <p>Know that plants grow from bulbs or seeds and how this process occurs.</p> <p>Identify and name plants from different habitats and be able to explain how plants are suited to their environment.</p> <p>To recognise plants we can eat and group them according to which part of the plant is edible.</p>	<p>Scented Garden</p> <p>Dig up a weed, draw a diagram, label all the parts. Describe what happens over time when not planted.</p> <p>Look at orchids and cactus, describe the differences and learn which habitat they live in and how they are suited to that environment.</p> <p>Design an experiment to find out what a plant needs to stay healthy? Carry out experiment and record carefully</p> <p>Plant a bean and complete a bean diary, careful observation about how it grows.</p> <p>Collect produce from school veg patch. Name all the plants sort according to which part of the plant can be eaten.</p> <p>Go on a seed hunt, look at the seeds and discuss the variety. Look at seed dispersal clip and then sort our seeds as to how they are dispersed.</p>	<p>Working Scientifically</p> <p>Observe changes over time</p> <p>Noticing similarities and differences and patterns.</p> <p>Grouping and classifying things</p> <p>Carry out simple comparative tests</p> <p>Use appropriate scientific language.</p> <p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.</p>	<p>Links to maths, measure length of bean.</p> <p>Links to geography, where are rainforests and deserts?</p>

		Use an identification chart to find plants in our school grounds, look at where they are growing. Do plants grow better in certain areas? Introduce idea of microhabitat.		
T2	<p>To plan an experiment thinking about how to make the test fair</p> <p>To know the importance of careful observation and recording</p> <p>To describe how materials are affected by heat, squashing and mixing with water.</p>	<p>Mess, muck and Mixtures Mix every day materials with water, make predictions and then carefully observe and record. Group materials depending on what happened.</p> <p>Predict and then observe what happens to some every day materials when heated.</p> <p>Investigate freezing and melting, add salt to water and compare results. Make ice cream in a bag, describe what is happening at each stage of process.</p> <p>Make gingerbread men and slat dough, describe what is happening during the making and baking phase. Describe how we change the shape of the dough.</p>	<p>Working scientifically Ask question about what they notice. Use simple equipment to answer questions. Observe changes over time. Notice similarities and differences and patterns Grouping and classifying things Carry out simple comparative tests. Use appropriate scientific language.</p> <p>Use of everyday materials Find out how shapes of solids made from some materials can be changed by squashing, bending twisting and stretching.</p>	<p>Links to maths using thermometer to measure temperature. Measuring capacity and mass.</p>
T3	<p>To plan a fair test</p> <p>To make careful observations and draw conclusions from what they can see.</p>	<p>Bounce Play with bubbles, ask questions about what makes a good bubble/ plan and carry out an experiment to</p>	<p>Working scientifically Ask questions about what they notice.</p>	<p>Links Maths, measure using meter ruler. IT use of ipads to record results.</p>

	<p>To know that different materials have different properties and how this relates to their use.</p> <p>To know what humans, need to stay healthy</p> <p>To know the importance of exercise and how it effects their bodies.</p> <p>To know what makes for a healthy diet.</p> <p>To know the importance of hygiene and how to look after their teeth.</p>	<p>find out what makes the best bubbles.</p> <p>Do all balls bounce? Plan and carry out an investigation, can they make their test fair, make careful observations and record results.</p> <p>Does the surface you bounce a ball on matter? Investigate.</p> <p>What happens to our bodies when we bounce? Do vigorous exercise and describe the effect. Look at the heart and learn why exercise is so important.</p> <p>Look at the eat well guide, plan a healthy meal.</p> <p>List what we need to stay health Look at clips on how germs are spread, importance of hygiene.</p> <p>Watch clip on how to brush teeth, practice brushing teeth.</p>	<p>Use different types of scientific enquiry to gather and record information.</p> <p>Carry out simple comparative tests Finding things out using secondary sources of information. Use appropriate scientific language.</p> <p>Animals including Humans Find out about and describe the basic needs of humans. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Uses of Everyday materials Identify and compare the suitability of a variety of every day materials for particular uses.</p>	
T4	<p>To be able to plan a fair test.</p> <p>To know that different materials are useful for different jobs.</p> <p>To work systematically and record results.</p>	<p>Towers, tunnels and turrets</p> <p>Build walls and towers and draw conclusion as to how to make it strong.</p>	<p>Working scientifically Carry out simple comparative tests Use appropriate scientific language.</p>	<p>Links DT structures Maths Tally charts and graphs. Maths mass</p>

	<p>To know which animals, live in an underground habitat and how they are suited to that habitat.</p>	<p>Plana test to find out which material would make for the best cannon ball to knock down a wall. Carry out the test and record results.</p> <p>Build bridges outside using Rainbow construction equipment. What mad the best bridges?</p> <p>Look at photos of bridges. Test arch and square bridges made of card by adding weight to see which is stronger, record results draw conclusions.</p> <p>Plan and carry out tests to find a material that would be good for a bridge support, needs to be strong, waterproof and inflexible.</p> <p>Look at a variety of underground animals, can they find out how they are adapted to living underground.</p>	<p>Use different types of scientific enquiry to gather and record information.</p> <p>Use of every day Materials Identify and compare the suitability of a variety of every day materials for particular uses.</p> <p>Living things in their habitat Identify that living things live in a habitat to which they are suited. Identify and name a variety of animals in their habitat.</p>	
T5	<p>To know the 5 senses and which part of the body relates to each.</p> <p>Compare and describe the features of animals including humans and how that relates to their habitat.</p> <p>To be able to plan and carry out a simple comparative test and record their results.</p>	<p>Beat, band, boogie</p> <p>Recap senses</p> <p>Make a sound map in different locations. Compare and contrast.</p> <p>Look at pictures of different animals and compare ears/eyes/nose etc. Why are they different?</p>	<p>Working scientifically</p> <p>Ask questions about what they notice.</p> <p>Use different types of scientific enquiry to gather and record information.</p> <p>Carry out simple comparative tests</p>	<p>Links</p> <p>Music, pitch</p>

		<p>Plan an experiment to find out how to change the pitch of a sound. Milk bottle xylophone.</p> <p>Investigate what happens to sound over distance, look at clips of thunder and lightning. Can we hear a watch tick? What about through a table?</p> <p>Play listening games, sort sounds, alive, never been alive.</p> <p>Investigate how sound is made, tuning forks, wine glass, elastic band, ruler etc</p>	<p>Finding things out using secondary sources of information. Use appropriate scientific language.</p> <p>Living things in their habitat Identify that living things live in a habitat to which they are suited. Identify and name a variety of animals in their habitat.</p>	
T6	<p>Look closely at objects found at the beach and compare them to things found at school.</p> <p>To be able to sort things into living/dead/never been alive</p> <p>To know what a habitat and microhabitat are and how plant and animals are suited to their habitat.</p> <p>To understand how a simple food chain works</p>	<p>Beach combers/Land ahoy</p> <p>Use identification charts to name things found at the beach.</p> <p>Sort things found at beach into alive, dead and never been alive.</p> <p>Set up experiment to see what happens to things left in salt water over time, observe over the term. What happens when salt water evaporates.</p>	<p>Living things in their habitat Explore and compare the differences between things that are living, dead and things that have never been alive. Identify and name living things in their a habitat to which they are suited. That the habitat provides for the needs of different kinds of plants and animals and how they depend on each other. Identify and name a variety of animals in their habitat.</p>	<p>Links Environmental awareness and global issues</p>

	<p>To make predictions and close observations.</p> <p>Describe how materials can be changes by twisting, squashing. To explore shapes that float.</p>	<p>Look at, draw and dissect a range of fish and understand how they are adapted to their underwater environment.</p> <p>Play predator prey game and develop the idea of a food chain. Understand how energy originally comes from the sun.</p> <p>Think about how things left on the beach will affect the creatures that live there, how can we help keep our beaches safe for the creature that live there.</p> <p>Use plasitcine to make different shapes and record how they float. Compare how they float on tap water/salt water.</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different food sources.</p> <p>Use of every day Materials Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</p>	