

Science Year Planner Year 2

Term	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
Topic or Stand-Alone?	Topic: Nurturing Nurses (Links to FN and healthy meals)	Topic: Marvellous Materials (Stand alone)	Topic – Out of Africa (linked)	Topic – Beatrix Potter (Stand Alone)	Topic: Express yourself (Stand Alone)
Enquiry Questions:	<i>What makes a healthy meal?</i>	<i>Which wrapping paper is the strongest for Father Christmas to use?</i> <i>Can the shape of objects change?</i>	<i>Why do some animals like elephants and zebras live near Mugurameno village and not near Roche?</i> <i>What do animals and humans need to survive?</i>	<i>What mini-beasts find micro-habitats at Roche School?</i> <i>What do my seeds and bulbs need to grow and stay healthy?</i>	<i>Continuation of Summer 1</i>
Science Knowledge NC Focus	Animals including humans Healthy Eating Exercise hygiene	Materials	Living things and their habitats Animals including humans	Living things and their habitats Plants	Plants
Working Scientifically NC Focus:	<ul style="list-style-type: none"> Identifying and classifying find out about and describe the basic needs of animals, 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways identifying and 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, 	<ul style="list-style-type: none"> As in Summer 1 (Continuation)

	<p>including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>using simple equipment</p> <ul style="list-style-type: none"> performing simple tests using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<p>classifying</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 identify and name a variety of plants and animals in their habitats, including microhabitats 	<p>using simple equipment</p> <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 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 identify and name a 	
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			<ul style="list-style-type: none"> 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. notice that animals, including humans, have offspring which grow into adults 	variety of plants and animals in their habitats, including microhabitats	
Sequence of lessons	<p>Lesson 1 – Why do we need to keep our bodies clean? How do we keep our bodies clean</p> <p>Lesson 2 – Why do we need a healthy diet? What makes a healthy meal/diet?</p> <p>Lesson 3 – Why do we need to keep fit and active? What can we do to keep fit and active?</p>	<p>Lesson 1 – Revisit Y1 Materials</p> <p>Lesson 2 – Identifying and naming materials in everyday objects</p> <p>Lesson 3 – Properties of materials – why is it suitable?</p> <p>Lesson 4 – Materials workshop Wheel Martyn</p> <p>Lesson 5 – Enquiry questions for SLD</p>	<p>Focus on Animals Spr 1</p> <p>Lesson 1 - Dead, alive or never been alive</p> <p>Lesson 2 – Living things and habitats (review previous learning in Geog re hot and cold places and how animals / plants have adapted to those condition</p> <p>Lesson 3 – identify</p>	<p>Focus on plants – Spr 2</p> <p>Lesson 1 – Enquiry questions – how do seeds and plants grow? Formulating experiment</p> <p>Lesson 2 – planting seeds and bulbs (soil, water, light)</p> <p>Lesson 3 – observe and record finding</p> <p>Lesson 4 observe and record findings</p>	<p>Lesson 7 – Gardening – moving seedlings into garden – continue with ensuring plants have right conditions for survival</p> <p>L8 – As above</p> <p>L9 – As above</p>

		<p>Lesson 6 – Super Learning day – Investigating properties of object Investigating x2 Which is the strongest wrapping paper?</p>	<p>and name a variety of animals in their habitats (Sort/classify activity)</p> <p>Lesson 4 – What makes a good habitat (food, water, shelter) basic needs for survival</p> <p>Lesson 5 – animals get food from other plants and animals (simple food chains)</p> <p>Lesson 6 – Notice that animals & humans have offspring that grow into adults</p> <p>Lesson 7 – Recap on Exercise diet and hygiene from Aut 1</p>	<p>Lesson 5 – Observe and record finding – answer enquiry questions</p> <p>Lesson 6 – Identify and name a variety of plants in their habitat and why it is suitable inc Micro-habitats (Wheal Martyn)</p> <p>Lesson 7 – identify and name a variety of plants and animals in their habitat (micro-habitat (Roche School))</p>	
Vocabulary:	<p>Diet Balanced Food Nutritious Nutrition Protein Carbohydrates</p>	<p>Wood Metal Plastic Glass Brick Rock Paper</p>	<p>Habitat Suitable Home Basic needs Shelter Food Living</p>	<p>See Spring 2</p> <p>And</p> <p>Seeds Bulbs Soil</p>	

	<p>Fats Oils Vegetables Fruit Dairy 5 – a –day Water Fluids Amount Choices Vitamins Minerals Calcium Energy Muscles Fuel Group Sort Category</p>	<p>cardboard purpose suitability float sink smooth soft stiff bendy flexible rough shiny dull opaque translucent transparent properties solid liquid squashing bending twisting stretching fair test investigate share information classify group order predict conclusion question discuss</p>	<p>Dead Never been alive Depend Identify Group Categorise Food chains Different sources of food Predator Consumer Energy Transferred Producer Consumer Decomposer Ecosystem</p>	<p>Nutrients Water Sunlight Growth Roots Stem Leaves fruit Flowers petals Trunk Branch bark Sow Healthy Germinate Disperse Mature Plants Light Temperature Reproduction Compare fair test investigate share information classify group order predict conclusion question discuss</p>	
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