

**KS1 Year 2 Science Medium Term Plan**

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|  | **Autumn 1**  | **Spring 1** | **Summer 1** |
| **Unit of Work**  | **Living things and Their Habitats**Why do animals live in different places?**Animals Including Humans** What do animals need to survive? | **Everyday Materials** Which is the best material to make a coat?**Seasonal Changes**Winter focus – weather and seasons. Spring focus – weather and seasons | **Plants**Does the conditions a seed is in, affect how a plant grows? **Seasonal Changes**Summer focus – weather and seasons.  |
| **Vocabulary to support Substantive and Disciplinary Knowledge** | offspring, reproduction, growth, child, offspring, young/old stages exercise, heartbeat, breathing, air, oxygen, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)comparative/fair testing, research, observation over time, identifying grouping and classifying, problem solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment | material, wood, plastic, glass, paper, fabric, metal, rock, transparent, translucent, opaque, hard, soft, smooth, shiny, rough, flexible, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/puling, twist/twisting, squash/squashing. bend/bending, stretch/stretching trees, evergreen, deciduous, branches, trunk, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, stem light, shade, sun, warm, cool, water, grow, healthy, germinatecomparative/fair testing, research, observation over time, identifying grouping and classifying, problem solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment | Living, dead, never been alive, suited, suitable, basic needs, food, food chain, prey, predator, shelter, move, feed, habitats, microhabitatscomparative/fair testing, research, observation over time, identifying grouping and classifying, problem solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment |
| **I will know….** | **Living Things and Their Habitats** **6 weeks****Why do animals live in different places?*** Prior Learning and to be able to identify things that are alive, dead and have never been alive
* To understand what a habitat is
* To name plants and animals found in different habitats
* To be able to recognise which animals live in which habitats (matching activity?)
* To understand what a food chain is
* To be able to create a food chain

I can identify and classify.**Animals Including Humans****6 weeks****What do animals need to survive?*** Prior Learning and to understand the human life cycle
* To understand that animals have offspring
* To identify which offspring grows into which adult
* To understand the basic needs of animals
* To be able to investigate how our body changes when we exercise
* To understand the importance of hygiene

I can perform simple testsI can identify and classifyI can use my observations and ideas to suggest answers to questions | **Seasonal Changes 2 weeks****Winter*** To be able to explain what happens to the weather in Winter
* To observe the weather over a week (record daily) Does the weather stay the same over a week?

I can observe closely.**Materials****6 weeks****Which is the best material to make a coat?*** Prior Learning and to understand what a material is
* To be able to sort materials in different ways
* To understand that some solid materials can be altered (practical - stretched, squeezed, squashed etc)
* To be able to identify uses of different materials
* To be able to ask questions and to be able to plan an investigation (what questions do we need to ask to find out which is the best material to make a coat)
* To be able to carry out an investigation (record data – tick chart and to review data as a class)
* To be able to compare suitability of materials (why would wood not make a good bag etc)

I can ask simple questions and recognise that they can be answered in different waysI can observe closely, using simple equipmentI can perform simple testsI can identify and classifyI can use my observations and ideas to suggest answers to questionsI can gather and record data to help in answering questions**Seasonal Changes 3 weeks****Spring*** To understand that there are four seasons and that these are different
* To be able to explain what happens to the weather in Spring
* To observe the weather over a week (record daily) Does the weather stay the same over a week?

I can observe closely. | **Plants****6 weeks****Why do animals live in different places?*** Prior Learning and introduction to naming plants (also revisit as starters throughout)
* To explore the different parts of a plant
* To be able to identify the different parts of a plant (+ anther)
* To be able to plant seeds and bulbs
* To be able to plan an investigation (encourage children to ask questions, what plants need to survive, cress – 1 with no water, 1 with no light, 1 control)
* To be able to set up an investigation (record results daily – observational drawing)
* To be able to answer questions using my results
* To be able to identify how seeds and bulbs have grown (recognising similarities and differences)
* To show my learning (ie news report)
* To explore, name and identify plants and trees in my local area

I can ask simple questions and recognise that they can be answered in different waysI can observe closely, using simple equipmentI can perform simple testsI can identify and classifyI can use my observations and ideas to suggest answers to questionsI can gather and record data to help in answering questions**Seasonal Changes 2 weeks****Summer*** To be able to explain what happens to the weather in Summer
* To observe the weather over a week (record daily) Does the weather stay the same over a week? Revisit the weather from previous weather watcher weeks – how is the weather different each time?

I can observe closely.I can use my observations and ideas to suggest answers to questions. |

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| **Working Scientifically** **runs throughout and will be covered in some way during each lesson** |
| **Vocabulary** | comparative/fair testing, research, observation over time, identifying grouping and classifying, problem solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment |
| **I will know….** | I can ask simple questions and recognise that they can be answered in different ways.I can observe closely, using simple equipment.I can perform simple tests.I can identify and classify.I can use my observations and ideas to suggest answers to questions.I can gather and record data to help in answering questions. |