

**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, germinate  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 | Living, dead, never been alive, suited, suitable, basic needs, food, food chain, prey, predator, shelter, move, feed, habitats, microhabitats  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….** | **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 tests  I can identify and classify  I 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 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  **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 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  **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. |