

Science Medium Term Plan-Year 2

Our Changing World			
Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: What lives in a habitat?	To identify and name a variety of plants and animals in their habitats, including microhabitats	Observing closely and gathering and recording data to help in answering questions	Grouping and classifying
2: How does a habitat change through the year?	To 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	Gathering and recording data to help in answering questions	Noticing patterns
3: How do the animals in a habitat depend on each other?	To 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	Using observations and ideas to suggest answers to questions	Finding things out using secondary sources of information
4: How do animals change?	To notice that animals, including humans, have offspring which grow into adults	Using observations and ideas to suggest answers to questions	Observing changes over time
5: What shall we plant for our soup?	To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Asking simple questions and recognising that they can be answered in different ways	Finding things out using secondary sources of information
6: How do plants grow and change over time?	To observe and describe how seeds and bulbs grow into mature plants	Observing closely, using simple equipment	Observing changes over time
7: How will we make our soup?	To observe and describe how seeds and bulbs grow into mature plants Observing closely, using simple equipment	Observing closely, using simple equipment	Observing changes over time

Module 1: What's in your Habitat?

Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: What is in your habitat?	To 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; to explore and compare the differences between things that are living, things that are dead and things that have never been alive	Using observations and ideas to suggest answers to questions	Grouping and Classifying
2: What do different animals eat in their habitats?	To 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	Gathering and recording data to help in answering questions	Finding things out using secondary sources of information
3: Where can I live?	To 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	Using observations and ideas to suggest answers to questions	Grouping and classifying

Module 2: The Apprentice Gardener

Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: What will the seeds grow into?	Observe and describe how seeds and bulbs grow into mature plants	Observing closely, using simple equipment	Grouping and classifying
2: What do gardeners need to know?	Observe and describe how seeds and bulbs grow into mature plant, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy	Asking simple questions and recognising that they can be answered in different ways	Observing changes over time
3: How should we plant the seeds?	Observe and describe how seeds and bulbs grow into mature plants.	Performing simple tests	Carrying out simple comparative and fair tests
4: What is happening to our seeds?	Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy	Gathering and recording data to help in answering questions	Observing changes over time; carrying out simple comparative and fair tests
5: How tall will they grow?	Observe and describe how seeds and bulbs grow into mature plants	Gathering and recording data to help in answering questions	Noticing patterns
6: How can we care for our plants?	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Using observations and ideas to suggest answers to questions	Observing changes over time
7: What happens when a seed germinates?	Observe and describe how seeds and bulbs grow into mature plants	Observing closely using simple equipment	Observing changes over time
8: Does it matter how we plant the seeds?	Observe and describe how seeds and bulbs grow into mature plants	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests
9: How expert are we?	Observe and describe how seeds and bulbs grow into mature plants	Using observations and ideas to suggest answers to questions	n/a
10: What do plants need to grow and be healthy?	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Gathering and recording data to help in answering questions	Observing changes over time
EL1: What can we plant our seeds in?	Observe and describe how seeds and bulbs grow into mature plants	Performing simple tests	Carrying out simple comparative and fair tests
EL2: Do plants need light?	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Performing simple tests	Carrying out simple comparative and fair tests
EL3: Do plants need water? Performing simple tests Carrying out simple	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Performing simple tests Carrying out simple	Carrying out simple comparative and fair tests
EL4: Do seeds and plants need soil? Observe and describe how seeds and bulbs grow into	Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests

Module 3: Good Choices

Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: Can you describe the object?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Identifying and classifying	Grouping and classifying
2: What material is it made of?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Identifying and classifying	Grouping and classifying
3: Is that a good choice of material?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Using observations and ideas to suggest answers to questions	Grouping and classifying
4: Which materials are good for a toddler's play dungarees?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Performing simple tests	Carrying out simple comparative and fair tests
5: What fabric will make a bedroom dark?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Observing closely, performing simple tests and using observations to suggest answers to questions, and gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests
6: What shall we use to make a teabag?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Using observations and ideas to suggest answers to questions	Carrying out simple comparative and fair tests
7: Which is the bounciest ball?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Performing simple tests	Carrying out simple comparative and fair tests
8: What can you invent? ideas to suggest answers to questions n/a	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Using observations and ideas to suggest answers to questions	n/a
EL1: What materials are suitable for covering a tent?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests
EL2: How good is our tent?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests

Module 4: Shaping Up

Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: How can I make different shapes?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Using observations and ideas to suggest answers to questions	Grouping and classifying
2: How can I change the shape of an object?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Gathering and recording data to help in answering questions	Grouping and classifying
3: What property allows a material to be changed?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Performing simple tests	Carrying out simple comparative and fair tests
4: Which material should I choose?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Using observations and ideas to suggest answers to questions	Grouping and classifying
5: Which elastic should I choose for my catapult?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Observing closely, using simple equipment	Carrying out simple comparative and fair tests
6: What shall we use to make a catapult?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses		Carrying out simple comparative and fair tests
EL1: What can pushes and pulls make?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Gathering and recording data to help in answering questions	Carrying out simple comparative and fair tests

Module 5: Take Care

Lesson number and name	National Curriculum	Working Scientifically Links	Scientific Enquiry Type
1: How can we sort this food?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Identifying and classifying	Grouping and classifying
2: What food should we eat?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Using observations and ideas to suggest answers to questions	Grouping and classifying
3: How can we stay fit?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Using observations and ideas to suggest answers to questions	Finding things out using secondary sources of information
4: How can we stay clean?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Using observations and ideas to suggest answers to questions	n/a
EL1: How can we stay healthy?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Using observations and ideas to suggest answers	n/a