



## **EAST BOLDON INFANT SCHOOL**

### **SCIENCE CURRICULUM**

#### **Breakdown of weekly challenge questions YEARS 1 AND 2**

<b>Science</b>	<b>Autumn one</b>	<b>Autumn two</b>	<b>Spring one</b>	<b>Spring two</b>	<b>Summer one</b>	<b>Summer two</b>
<b>Year 1</b>          <b>Seasonal Changes</b>	<b>What can you tell me about our bodies?</b>	<b>Why is my local environment always changing?</b>	<b>Are all of the animals in our world the same?</b>	<b>What does Beegu think of life on planet Earth?</b>	<b>What parts make up our flowers?</b>	<b>Which plants and animals will we find in our local area?</b>
	Why are there so many leaves on the ground?	Why does it get darker earlier in winter?	What are the signs of Spring?	What are the signs of Spring?	How do the seasons impact what we do?	What do you need to become the next weather reporter?
<b>Science</b>	<b>Autumn one</b>	<b>Autumn two</b>	<b>Spring one</b>	<b>Spring two</b>	<b>Summer one</b>	<b>Summer two</b>
<b>Year 2</b>	<b>How do astronauts survive in space?</b>	<b>Why do plants thrive on Earth?</b>	<b>How can we rebuild London to prevent another Great Fire?</b>	<b>Who are the great scientists and what did they discover?</b>	<b>Do all animals have the same habitat?</b>	<b>Is a human's life cycle the same as an animal's?</b>

## YEAR 1 SCIENCE: WHAT CAN YOU TELL ME ABOUT OUR BODIES?

Autumn 1 Unit Learning	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Identify, name, draw and label the basic parts of the human body and say which parts of the human body and say which part of the body is associated with each sense.</p> <p>Name some parts of the body that cannot be seen.</p> <p><b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather</p>	<p>What are the names of different body parts?</p> <p>Can you name some of the internal body parts?</p> <p>Name some</p>	<p>What are senses? How many senses do we have? Why do we need senses? How do our senses work? How can we find</p>	<p>Can you explore your sense of smell?</p> <p>*smell partner activity – have different smells on lolly</p>	<p>Can you explore your sense of taste?</p> <p>Explore terminology for how things taste (sour, sweet etc.)</p>	<p>Can you explore your sense of hearing?</p> <p>*say which part of the body is associated</p>	<p>Can you explore your sense of sight and touch?</p> <p>Blindfolded obstacle course using touch</p>	<p>To know the different parts of the body that I can see (external)</p> <p>To know some parts of the body that can't be seen (internal)</p> <p>To know differences between living and non-living things.</p>	<p>ears, eyes, nose, mouth, arms, legs, head, skull, stomach, heart, fingers, toes, feet, hands etc. senses – see, hear, smell, touch, taste.</p>

<b>Working Scientifically.</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions	parts of the body that cannot be seen – labelling activities.	out? What happens when someone does not have all five senses - sight, hearing?  *label image of the body with the part for each sense.	sticks, can children find the person/group with the same scent as them?	*have a variety of foods to try - discuss taste?	with each sense.	*say which part of the body is associated with each sense.	To identify the main parts of the human body and link them to their senses – eyes to see, ears to hear  To name the four seasons and recognise changes in weather.	Autumn, leaves, weather, weather related vocab, seasons, length, daylight, night, deciduous and evergreen, temperature.
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YEAR 1 SCIENCE: WHY IS MY LOCAL ENVIRONMENT ALWAYS CHANGING?								
Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather  <b>Working Scientifically.</b>	Why are there so many leaves on the ground in Autumn?  *Go for a walk in the local area – photographs	What are the four seasons and when do they happen?  *labelling/collage of four seasons and the months they occur in	Why does it get cold in winter?	What are the characteristics of spring?	Why don't we need to wear so many clothes in summer?	Reflection: In small groups, can you create a typical weather forecast summary which will be filmed?		

Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions	of what you can spot. Discuss what they notice – leaves on the ground?	and typical weather conditions					<p>I know the names and characteristics of each season</p> <p>I know about the weather associated with each season</p> <p>I know about and observe the changes in the seasons.</p> <p>I know some the more familiar symbols associated with weather maps.</p>	Autumn, Spring, Summer, Winter, leaves, weather, weather related vocab, seasons, length, daylight, night, sun, moon, temperature, migration, survive,
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YEAR 1 SCIENCE: ARE ALL OF THE ANIMALS IN OUR WORLD THE SAME?								
Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
Identify and name a variety of common animals including fish,	What is a wild animal?	Why would it not be sensible for all animals to	How can we sort animals into different groups?	How are humans	Can you identify carnivores, herbivores and	*Exotic animal visitor????		

<p>amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals, including pets.</p> <p><b>Working Scientifically.</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>live in England?</p> <p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>different from most animals?</p> <p>Humans are reptiles. Do you agree or disagree? Convince me!</p> <p>*Describe and compare the structure of a variety of common animals, including pets</p> <p>*Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests.</p> <p>*Identifying and classifying using their ideas and observations to suggest answers to questions.</p> <p>*Gathering and recording data to help in answering questions.</p>	<p>omnivores? What are you?</p> <p>All humans are omnivores? Do you agree or disagree prove it! Survey.</p> <p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>* Describe and compare the structure of a variety of common animals, including pets.</p>	<p>To identify and label a variety of common animals (Arctic and Antarctic).</p> <p>To identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p> <p>To classify animals by what they eat (carnivore, omnivore, herbivore).</p>	<p>Carnivores and associated animals, herbivores and associated animals, omnivores and associated animals, meat and plants, blubber, Arctic and Antarctica, animal body parts, senses vocab.</p>
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## YEAR 1 SCIENCE: WHAT DOES BEEGU THINK ABOUT LIFE ON PLANET EARTH?

Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p>Able to distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Working Scientifically.</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to</p>	<p>What is a material? What materials can we use to keep Beegu warm?</p> <p><i>*warmth experiment</i></p>	<p>What material would make a good house for Beegu to live in?</p> <p><i>*focus on material properties – experiment exploring whether things bend/stretch etc.</i></p>	<p>What uses do glass, wood, plastic and rocks have in building a house for Beegu?</p> <p><i>*experiment with their properties</i></p>	<p>What should Beegu's bed be made of?</p> <p><i>*explore soft/hard materials</i></p>	<p>How can Beegu stay dry in the rain and safe in the sunlight?</p> <p><i>*waterproof experiment – have different materials and test whether they are waterproof</i></p>	<p>What sort of home would you build for Beegu?</p> <p><i>*have materials available for children to build home in groups</i></p>	<p><i>To identify which materials are suitable for living conditions</i></p> <p><i>To identify different properties of various materials</i></p> <p><i>To apply their knowledge of materials to plan and build their own</i></p>	<p>Range of different materials, Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth, heated, melted, frozen, solid, liquid, brick, paper, fabrics, elastic, foil, vocab relating to senses, float, sink.</p>

suggest answers to  
questions  
gathering and  
recording data to help  
in answering questions

## YEAR 1 SCIENCE: WHAT PARTS MAKE UP OUR FLOWERS?

Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b>Working Scientifically.</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions</p>	<p>What parts make up our flowers?</p> <p>*have parts of a flower cut up – can children reorder? Do we know the names? Label and name the parts</p> <p>Additionally: children to plant flower in the garden and observe its growth.</p>	<p>What is the role of each part of a plant?</p> <p>* Children role play different parts / growth</p>	<p>How does water travel through a plant?</p> <p>*Put food dye into celery/plant – explore how it travels upwards – take photos for Science books</p>	<p>What is each part of the plant like?</p> <p>*Go into school garden/local area – find some plants and bring back to class. Children to dissect plants – what do the different parts look like?</p>	<p>What parts make up a tree?</p> <p>*explore tree parts and their role – have parts have mixed, can children put them in the correct order?</p>	<p>How are trees different to flowers?</p> <p>*Explore the structure of trees – how are they different/similar to flowers? Comparison table.</p>	<p>know and name a variety of common wild and garden plants</p> <ul style="list-style-type: none"> <li>• know and name the petals, stem, leaves and root of a plant</li> <li>• know the names of the birds in our school grounds</li> </ul>	<p>Common, wild plants, garden plants, deciduous, evergreen, trunk, branches, leaf, root, fruit, vegetables, bulb, seed, plant, leaves, bud, flowers, blossom, petals.</p>



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## YEAR 1 SCIENCE: WHICH PLANTS AND ANIMALS WOULD WE FIND IN OUR LOCAL AREA?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabular y
<p>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Working Scientifically. Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to</p>	<p>What is a flowering plant? Name, identify and sort plants</p> <p>*Look at a range of common flowering plants</p> <p>Flower hunt? Walk around the local area, how many different flower types do we have near our school? Take photographs / tick off on sheet</p>	<p>What environment do some flowers need to grow?</p> <p>*Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>What trees do we have in the local area?</p> <p>Name, identify and explain the characteristics of deciduous and evergreen trees – visit to Grange Park to identify trees.</p> <p>*Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Which birds would we most likely find in our local area – visit Grange Park?</p> <p>*Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Which plants and animals would we find around school?</p> <p>Leave trap of food in garden with a camera/iPad – record to see which animals are in the garden.</p> <p>*Visit Grange Park and identify plants and animals that you can see – children can tick off plants/animals.</p>	<p>What can we do to try and attract birds/insects to our school garden?</p> <p>Plant sunflower and monitor. Has it attracted more insects/animals to our garden?</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>To name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant. To identify and name a range of common plants and trees. To recognise evergreen and deciduous trees. To name trunk, branches and root of tree. To name part of a flowering plant and describe them. To name the four seasons and recognise changes in weather. To observe and describe how day length varies.</p>	<p>Common, wild plants, garden plants, deciduous, evergreen, trunk, branches, leaf, root, fruit, vegetables, bulb, seed, plant, leaves, bud, flowers, blossom, petals, pistol.</p> <p>Weather reporter,</p>

questions gathering and recording data to help in answering questions								weather vocab
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YEAR 2 SCIENCE: HOW DO ASTRONAUTS SURVIVE IN SPACE?								
Autumn 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Notice that animals, including humans, have offspring, which grow into adults Find out about and describe the basic needs of animals, including humans for survival (water, food and air); *Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p><b>Working Scientifically</b> asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and</p>	<p>What do humans need to survive?</p> <p>*Describe the basic needs of animals including humans for survival - water, food, air.</p>	<p>Why can I eat to maintain a healthy lifestyle?</p> <p>Food pyramid/groups – which do we need the most of?.</p> <p>*Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene</p> <p>*Identifying and classifying using their ideas and observations to suggest answers to questions</p>	<p>How will an astronaut get what they need in space?</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</p> <p>*Using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions</p>	<p>What do astronauts do to keep healthy? Exercise/sleep/nutrition/hygiene</p> <p>*Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p>Can you design a healthy meal for an astronaut to eat in space?</p> <p>*Food pyramid/food groups</p>	<p>How do I look after my teeth?</p> <p>*Dirty teeth experiment – use brushes to brush away</p> <p>*Dentist visit?</p>	<p>I can write questions about things I would like to discover (how do astronauts breathe? how do you eat in space?)</p> <p>I can say the basic needs of a human (air, food, water - sleep, shelter, exercise)</p> <p>I know the basic food groups - protein, carbohydrate, fats, sugars, dairy. I can describe a healthy diet-a mixture of protein, carbohydrates, a little sugar and fat.</p> <p>I know some foods are grown locally</p>	<p>air</p> <p>balanced diet</p> <p>carbohydrate</p> <p>dairy diet</p> <p>exercise</p> <p>fats</p> <p>food</p> <p>fruit</p> <p>hygiene</p> <p>nutrition</p> <p>protein</p> <p>shelter</p> <p>survival</p> <p>vegetables</p> <p>water</p>

observations to suggest answers to questions gathering and recording data to help in answering questions							and others come from different countries (apples, strawberries, potatoes are grown in the UK, limes, ranges, bananas come from overseas)	
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## YEAR 2 SCIENCE: WHY DO PLANTS THRIVE ON EARTH?

Autumn 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Working Scientifically</b> observe deeply, using simple equipment perform simple texts identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions</p>	<p>What do plants need to survive?</p> <p><b>*study what plants need to survive – water, light and a suitable temperature</b></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Which plant will grow the healthiest?</p> <p>*Conditions experiment – plant cress seeds and observe their growth over time. Children to write out experiment including methodology, prediction and a table of results.</p> <p>Conditions: - one plant with normal conditions</p>	<p>How can we make this plant healthy?</p> <p>*Children to become 'plant doctors' – bring in some plants that are lacking water/light/warmth etc. Can children identify what is wrong and give feedback to help it grow properly? Observe the change.</p>	<p>What is a bulb?</p> <p>* Display image of bulb – predict what it is. Show things that grow from bulb. Children to plant a bulb in garden and to observe stages as it grows and comes out of dormancy.</p> <p>Sorting task: sort images into plants</p>	<p>What is the life cycle of a bulb?</p> <p>*Explore life cycle of bulb and have children complete diagram – how are they different to a seed?</p>	<p>What is the difference between a bulb and a seed?</p> <p>*Children to explain and list main differences of a seed and bulb with examples.</p> <p><b><i>Why do plants thrive on Earth?</i></b></p> <p>*Answer challenge question – what conditions on Earth make it suitable for plants to grow?</p>	<p>To know the main factors that plants need to survive</p> <p>To evaluate and discuss which conditions are the most important for a plants survival</p> <p>To know the difference between a seed and a bulb, including the life cycle</p>	<p>Seed Bulb Water Light Temperature Warmth Sun Conditions Soil Life cycle</p>

		<ul style="list-style-type: none"> <li>- one plant with no water</li> <li>- one plant with no light</li> <li>- one plant with no warmth</li> <li>- one plant with no soil</li> </ul>		that grow from seed and plants that grow from a bulb.				
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YEAR 2 SCIENCE: How can we rebuild London to prevent another Great Fire?								
Spring 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</p> <p>*Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Working Scientifically</b> asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment</p>	<p>What materials is our school made from? What were the majority of buildings in the Great Fire made from?</p> <p>*To identify compare the suitability of a variety of everyday materials used in a building and explain their uses</p>	<p>Why did the fire in London spread so quickly?</p> <p>*To compare the suitability of a variety of everyday materials used in a building and explain their uses.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal,</p>	<p>Are all materials flammable? Which would be safe?</p> <p>*Explore flammable materials and compare properties of those that aren't</p> <p>*To compare the suitability of everyday materials for a specific purpose</p>	<p>Which materials would be best for a house?</p> <p>*explore houses in local area – what are they made from? How could we rebuild London?</p> <p>Identify and compare the suitability of a variety of everyday materials,</p>	<p>"All materials can be stretched." Prove it!</p> <p>*To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>*Performing simple tests identifying and classifying</p>	<p>How can we rebuild London to prevent another Great Fire?</p> <p>Children to design a city plan to rebuild London, explaining their choices of materials.</p> <p><b>Convince me -which is the most effective material and why?</b></p> <p>*Asking simple questions and recognising they can</p>	<p>I can group materials into those that are natural and others that are man made.</p> <p>I can explain how materials are useful in different circumstances.</p> <p>I know that materials have different properties and understand how these determine how they are used.</p> <p>I know can investigate how to change the shape of some materials.</p> <p>I can recognise how</p>	<p>absorbent</p> <p>bend</p> <p>fabric</p> <p>Man made</p> <p>natural</p> <p>opaque</p> <p>properties</p> <p>purpose</p> <p>recyclable</p> <p>rough</p> <p>shiny</p> <p>smooth</p> <p>transparent</p> <p>translucent</p> <p>twist</p> <p>unsuitable</p> <p>waterproof</p>

performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions.		plastic, glass, rock, brick, paper and cardboard for particular uses;	(strong, flexible, heavy, light, waterproof)	including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;	using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions.	be answered in different ways	properties of a material can cause something to happen - smooth - causes things to speed up, rough, bumpy will cause things to slow down.	
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YEAR 2 SCIENCE: Who are the great scientists and what did they discover?								
Spring 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</p> <p><b>Working Scientifically</b> asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests</p>	<p>What is a scientist? What do they do?</p> <p>Children to predict/draw/label what they <b>think</b> a scientist looks like. Then, show images of famous scientist (including females) – is</p>	<p>Who is Louis Pasteur and what did he discover?</p> <p>*Focus on the spread of germs – how do we prevent this?</p> <p>Glitter hands experiment – ‘glitter’ represents germs, observe how</p>	<p>Who is Charles Macintosh and what did he invent?</p> <p>*Focus on waterproof materials.</p> <p>Experiment – which material is best for an umbrella?: using pipettes to distinguish</p>	<p>Who is John Dunlop and what did he discover?</p> <p>*Focus on rubber wheels. Children to sort wheels into old/new based on their properties. Which would be best for</p>	<p>Who are the remarkable women of Science?</p> <p>Explore famous female scientists – what did they research? Discover? Invent?</p> <p>Write fact file about one female</p>	<p>What is wind power?</p> <p>What is renewable energy? Who discovered it? Why is it important now? Look at wind turbines – where have you seen them?</p> <p><a href="https://www.twinkl.co.uk/resource/tp-sc-152-planit-sci">https://www.twinkl.co.uk/resource/tp-sc-152-planit-sci</a></p>		

identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions	this what they expected?	it is spread around the class.  Relate to covid?	which materials are waterproof. Record in table.	powering a car?	scientist of choice.	<a href="#">ence-year-2-scientists-and-inventors-lesson-6-wind-power-lesson-pack</a>  <b>Can children think of ways to make our school more energy efficient?</b>	To name and discuss famous scientists and their accomplishments  To know the work of Louis Pasteur and its importance on modern day life  To know the work of Charles Macintosh and the importance of waterproof materials  To know the work of John Dunlop and how the materials used impacted vehicles  To know about the importance of renewable energy	<b>Scientist, Experiment, Germs, Waterproof, Vehicle, Wheels, Rubber, Renewable, Energy, Wind turbines.</b>
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YEAR 2 SCIENCE: Do all animals have the same habitat?								
Summer 1 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<b>Working Scientifically</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment	What is a habitat?  *Explore different habitats – match the animal to the habitat they think it's from.	How do animals adapt to a habitat?  Explore adaptation – how have some animals adapted in	How is an ocean habitat different to a land habitat?  Explore the key features of an ocean habitat vs. a land habitat – what are some	How do polar bears survive in the Arctic?  How does a polar bear survive in the chilly Arctic? How have they adapted?	How do animals get their food?  Explore food chains and how animals eat other animals. Explore the	Why do animals need different habitats?  Compare different habitats and explore how animals have different needs.		



performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions.	Look at examples.	their adapt to survive?	similarities and differences?	What do they eat? Could they live elsewhere?	names of each stage.  Children to complete diagram of a food chain, with a predator on top.		<p>To know what a habitat is and how they differ for different species</p> <p>To know about how animals can adapt to meet their needs</p> <p>To know the difference between an ocean and land habitat</p> <p>To know how animals hunt for food to meet their basic needs</p>	Animal, Habitat, Adaptation, Ocean, Land, Food groups, Hibernation, Food chain, Energy, Predator, Producer, Consumer, Decomposer.
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## YEAR 2 SCIENCE: Is a human's life cycle the same as an animal's?

Summer 2 Unit Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)	Key Vocabulary
<p>Notice that animals, including humans, have offspring which grow into adult Find out about and describe the basic needs of animals, including humans, for survival (air, food, water) Describe the importance for humans of exercise, eating the right amount of different</p>	<p>What is a living thing?</p> <p>Explore things that are living, once living and things that have never lived. Children to look at different animals/plants</p>	<p>What is the life cycle of a human?</p> <p>Explore different stages of our life: baby/toddler /child/teenager/adult/elderly. Cut and stick</p>	<p>Do animals have offspring like humans?</p> <p>Match offspring photos to adult animal. Explore offspring and the life cycles of different animals.</p>	<p>What is the life cycle of a frog?</p> <p>Explore the life cycle of a frog – explore each stage and children to create diagram. <i>Could order frogspawn?</i></p>	<p>What is the life cycle of a chicken?</p> <p>Explore the life cycle of a chicken – explore each stage. Make comparison to frog life cycle – how is it different? Similar?</p>	<p>How can humans stay healthy to ensure a long life?</p> <p>Explore basic needs for humans: diet, exercise, sleep, personal hygiene etc.</p>		

types of food and hygiene.  <b>Working Scientifically.</b> Asking simple questions and recognising they can be answered in different ways observing deeply, using simple equipment performing simple tests identifying and classifying using their ideas and observations to suggest answers to questions gathering and recording data to help in answering questions	/objects and tick whether they were living, once living or never lived.	pictures and write descriptions for each stage.  *Baby photos from parents? Explore growth..			Could order chicks?	<b>“Chickens have the same life cycle as a human.” Prove it!</b>	<p>To know the difference between something that is living, once living and never living.</p> <p>To know the life cycle of a human and the key characteristics of each stage.</p> <p>To know that animals have offspring that resemble the adult.</p> <p>To know the difference between a life cycle of an animal vs a human.</p> <p>To know the importance of staying healthy to prolong life.</p>	<p>Living thing, Organism, Alive, Dead, Once living, Never living, Life cycle, Human, Animal, Offspring, Healthy, Balanced diet, Exercise, Sleep, Personal hygiene.</p>
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