



Y2 Science overview 2019-20

Science Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Scientific Enquiry Planning & Presenting Critically Observing/ Classifying/ Evaluating Scientific Knowledge		
Scientific Enquiry	<ul style="list-style-type: none"> Children to use their senses to help them answer questions Children to use scientific vocabulary correctly to describe what they have seen and measured To compare several things using correct scientific terms and vocabulary Children to explore and compare the difference between things that are living, dead and things that have never been alive Identify that most living things live in habitats that are suited to them and how different habitats provide for basic needs of animals, and plants and how they are dependent on each other 	<ul style="list-style-type: none"> Create a topic Mind Map to encourage children to ask questions Introduce and model practical activities involving skills of investigating, contrasting, analysing, recording Make observations Review of investigations against criteria Out of the class room learning experiences to support enquiry 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world around them and how they have an impact on that Notice that animals including human, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival(water, food, air) To begin to have an understanding of the process of reproduction and growth in animals and plants They should understand and use basic subject specific vocabulary related to the science topic Be confident to ask questions and know where to research the answers Confidently use simple scientific equipment to make observations Record and classify findings in simple ways 	<ul style="list-style-type: none"> Teacher led presentations Opportunities for research modelled by Teacher Research opportunities through home/school learning projects Planned opportunities for use of and access to varied resources School visits to places and organisations related to topic and learning 	TERM1: Use of Everyday Materials	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)
Planning and Presenting	<ul style="list-style-type: none"> Can children carry out a simple fair test To explain why it may not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? Can they use prompts to find things out things? 	<ul style="list-style-type: none"> Teacher led lessons demonstrating skills of investigating, recording, analysing Modelling use of scientific vocabulary in comparisons, contrasts, investigations Planned practical activities to engage children in above activities 						
Critically Observing/ Classification / Evaluating	<ul style="list-style-type: none"> Children to organise things into groups Children to notice patterns (or associations) Can identify animals and plants Children to suggest more than one way of grouping animals and plants and explain their reasoning using scientific vocabulary 	<ul style="list-style-type: none"> Observing changes over time Investigating habitats and environments Learning to compare and contrast Talking about what they have learnt and observed Begin to record data 			TERM2: Plants	TERM3: Living Things and Their Habitats Animals Including Humans		
Scientific Knowledge	<ul style="list-style-type: none"> To learn and use the scientific vocabulary related to the topic To observe, comment and ask questions about the world around them To learn about change through observations and practical experiences With support to set up an investigation To begin to gain an understanding of fair testing To know where to access information (books, internet sources) 	<ul style="list-style-type: none"> Planned opportunities to develop skills of observing, investigating and commenting using scientific vocabulary based on topics and experiences 						
Maths links	<ul style="list-style-type: none"> To use pictures, charts, tables to record their observations To compare objects, plants, animals by size and height To use simple equipment to measure, e.g. jugs, rulers 	<ul style="list-style-type: none"> Planned opportunities depending on topic such as deciding how to present findings via tally counting, graphs, and data analysis or measures 						
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 science curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand scientific beliefs from a variety of cultural backgrounds Study of science, investigating with a team, knowledge of wider world, interview with older people, archaeologists, museum and exhibition trips 	<ul style="list-style-type: none"> Plan visits, opportunities to investigate with a group or partner Plan visits in the local environment Visit Parks, Museums, etc 						