

## SCIENCE UNIT OVERVIEWS 2020-2021

Year group and unit	Working Scientifically	Science Content & Knowledge	Previous learning to recap	Key vocabulary
<b>Year 2 Autumn 1</b> <i>What do humans and animals need to survive and grow?</i>	Can they <b>observe closely</b> how different animals, including humans grow? This can be through videos or first-hand observation. Can they <b>ask questions</b> about what animals need in order to survive and <b>suggest ways to answer these questions</b> ? Can they <b>gather and record data</b> ? e.g. Do you have longer arms if you are taller? Can they use some scientific words to describe what they have seen and measured?	<b>Can they notice that animals, including humans, have offspring which grow into adults?</b> <b>Can they find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</b> Can they describe the changes that happens to animals/humans as they grow? E.g. egg, chick, chicken or spawn, tadpole, frog Can they explain the life cycle of a creature e.g. frog or butterfly?	EY Spring 2: Know what animals need to grow and stay safe.  Y1 Autumn 1: know about human body parts and senses	Birth Growth Reproduction Death Life cycle Child Adult Generation Hatch Metamorphosis Chrysalis
<b>Year 2 Autumn 2</b> <i>How can we use different materials to suit a purpose?</i>	Can they compare different materials by <b>observing closely</b> their properties and uses? <b>Can they perform simple tests?</b> E.g. which materials absorb the most water? <b>Can they group and classify</b> materials based on their properties? Can they begin to discuss the concept of fair testing?	<b>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses?</b> <b>Can they find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.?</b> Can they find out about people who have developed new materials like Charles McIntosh or John McAdams? Can they understand that a material can be used for lots of different things e.g. metal can be used for coins, cans, table legs, car etc? Can they understand that different materials can be used for the same thing? E.g. plastic spoon, metal spoon, but it depends on their uses?	EY Summer 2: Know about plastic and how this impacts on the oceans  Y1 Spring 1: Know about materials like wood, plastic, glass. Can describe simple properties and use this to group items.	Force Absorbent Waterproof Stretch Repel Squash Properties Invention Rubber Plastic Strong
<b>Year 2 Spring 1</b> <i>How are living things well suited to their habitats?</i>	Can they <b>sort and classify</b> things e.g. into living, dead or never alive and record their findings on a chart? Can they <b>perform a simple test</b> and use this to gather data e.g. an investigation on how many woodlice are found where? Can they use other methods to group or classify animals e.g. a venn diagram or carroll diagram?	<b>Can they explore and compare the differences between things that are living, dead, and things that have never been alive?</b> <b>Can they identify that most living things live in habitats to which they are suited?</b> <b>Can they describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other?</b>	<b>Y1 Summer 2: Name common animals. Compare structure of different animals.</b>  Y2 Autumn 1: Know what animals need to survive	Habitat Desert Woodland Producer Living Excrete Microhabitat Food chain Mountain

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		<p><b>Can they identify and name a variety of plants and animals in their habitats, including microhabitats?</b></p> <p><b>Can they describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</b></p> <p><b>Can they identify and name different sources of food?</b></p>		<p>Suited</p> <p>Minibeasts</p> <p>Survive</p>
<p><b>Year 2 Spring 2</b></p> <p><i>How do plants grow and stay healthy?</i></p>	<p>Can they suggest how to find things out?</p> <p>Can they use prompts to find things out?</p> <p>Can they use labels and annotations to present drawings and diagrams?</p> <p>Can they <b>compare</b> several things e.g. seeds and bulbs from varying plants?</p>	<p><b>Can they observe and describe how seeds and bulbs grow into mature plants?</b></p> <p><b>Can they find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?</b></p> <p>Can they understand that plants make their own food?</p> <p>Can they understand the important of flowers and seeds to help reproduction of plants?</p>	<p>Y1 Spring 2: Name common wild plants and trees. Know parts of a plant like roots, stem, leaves.</p> <p>Y2 Autumn 1: Know that humans and animals need water, air and food to survive</p> <p>Y2 Spring 1: Know how plants are suited to their environments.</p>	<p>Germinate</p> <p>Nutrient</p> <p>Produce</p> <p>Bulb</p> <p>Seed</p> <p>Pollen</p> <p>Mature</p> <p>Suitable</p> <p>Thrive</p>
<p><b>Year 2 Summer 2</b></p> <p><i>Why are exercise and nutrition important for humans?</i></p>	<p>Can they <b>ask questions</b> about how humans stay healthy and <b>suggest ways to answer these questions?</b></p> <p>Can they <b>use their observations and ideas to suggest answers to questions</b> e.g. which crisps are the most oily/fatty?</p>	<p><b>Can they describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?</b></p> <p>Can they talk about personal hygiene and why it is important?</p> <p>Can they understand the difference between what an animal/human needs to survive and what they want?</p> <p>Can they begin to understand that food is categorised into different groups e.g. dairy, protein?</p>	<p>Y1 Autumn 1: know about human body parts and senses.</p> <p>Y1 Autumn 2: Can name parts of body and know about the senses.</p> <p>Y2 Autumn 2: Know that humans and animals need water, air and food to survive</p>	<p>Exercise</p> <p>Hygiene</p> <p>Healthy</p> <p>Nutrition (link to nutrients)</p> <p>Portion</p> <p>Balanced diet</p> <p>Temperature</p> <p>Food groups</p> <p>Dairy</p> <p>Protein</p> <p>Carbohydrate</p> <p>Active</p>

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			Link with PE – how exercise impacts on our body	
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