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| **Science**    **Core Curriculum Coverage 2022-23**  **Class 2** | | | |
|  | **Autumn Term** | **Spring term** | **Summer Term** |
| **Unit of work** | **London’s burning…so is Nantwich**  Everyday materials and Uses of everyday materials – focus on comparing and change  **Exploring change**  **Brilliant builders** | **River Deep, Mountain high**  Animals including humans – pets  Living things and their habitats  **People and their pets**  **Habitats and homes** | **How does your garden grow?**  Seasonal changes  Plants – focus on plants and trees  **Weather Art**  **Art and nature** |
| **Prior Learning** | Children have previously looked at properties of everyday materials | Children have looked at habitats and grouping animals | Children have looked at parts of plants and their basic needs |
| **Core Learning**  **Knowledge** | * Naming and sorting materials * Describing properties * Comparing everyday materials * Sustainability of materials * Changing of shapes | * Identify, name a variety of common animals including fish, amphibians, reptiles, birds, mammals. * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). * Identify, name a variety of common animals including fish, amphibians, reptiles, birds, mammals. * Identify and name a variety of common animals that are carnivores, herbivores and omnivores. * Explore and compare the differences between things that are living, dead, and things that have never been alive. * 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. | * Observe changes across the four seasons. * Observe and describe weather associated with the seasons and how day length varies. * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * Identify and describe the basic structure of a variety of common flowering plants, including trees * Observe and describe how seeds and bulbs grow into mature plants * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |
| **Core Learning**  **Skills** | Ask simple questions and recognise that they can be answered in different ways.  Observe closely, using simple equipment.  Identify and classify.  Use their observations and ideas to suggest answers to questions | Ask simple questions and recognise that they can be answered in different ways.  Observe closely, using simple equipment.  Identify and classify.  Use their observations and ideas to suggest answers to questions.  Gather and record data to help answer questions | Ask simple questions and recognise that they can be answered in different ways.  Observe closely, using simple equipment.  Identify and classify.  Use their observations and ideas to suggest answers to questions.  Gather and record data to help answer questions |
| **Vocabulary** | Water, ice, melts, frozen, observe, materials, properties  Rough/smooth, flat/bumpy, sharp/blunt, wood, metal, plastic, glass, rock, materials, properties  Magnetic, non-magnetic, metal, materials, properties | Notice, patterns, behaviour, habitat, living things, damp, shady, dry, Observations, prediction, habitat, Happy, healthy, explore, investigate, observe, Birds, fish, amphibians, reptiles, mammals, invertebrates, group, similarities and difference, Growth, germination, planting, edible, mini-beasts, habitats | Rain, snow, storm, thunder, lightning, warm, cold, forecast, summer, autumn, winter, spring, seasons |
| **Personal Development** |  |  |  |
| **End of Unit Application Task** | What material would be suitable for a blanket?  Why have you chosen this?  What 3 materials could you make a bottle with?  Sort these objects into natural and man made.  Circle the three items that can be stretched  Why is leather a good material for making shoes?  Can you name a material that you could squash?  Can you name a material that would not bend?  Would wood be a good material for a spoon? Why or why not? | Why would an animal want to blend in with its surrounding?  What is it called when an animal blends in with its surroundings?  Each of these pictures shows something that is  either alive, used to be alive or something that has never lived. Draw lines to join them to the correct box.  Each of these sentences describes something that  is either alive or not alive. Write either alive or not alive next to each statement: It does not need food. It can have babies (reproduce). It can grow and move.  Match each animal to the most suitable habitat  Complete this simple food chain  Match the minibeasts to their microhabitat | What does a plant need to grow?  If I plant and seed and it doesn’t grow, why might this be?  Why do plants produce seeds?  Jack put some soil in a small pot. He planted the seeds and put the pot somewhere warm. The seeds did not grow. Why not?  Why are most seeds hard on the outside?  Draw a line to match the parts of the plant to their job  The pictures below are of the life cycle of a bean. Put the numbers 1-6 in the boxes to order the cycle.  What differences did you notice about the plants outside in summer and winter?  What happened to the trees in Autumn. Why is this? |