Y2 Science Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	***London's Burning***	***To Infinity and Beyond***	***Let's Go on Holiday***
Unit of Work	**Animals Including Humans**	**Everyday Materials** **Plants**	**Living things and Their Habitats**
Significant Person	Steve Irwin	Alan Titchmarsh	Rachel Carson
Vocabulary	Offspring, reproduction, growth, child, offspring, young/old stages exercise, heartbeat, breathing, air, oxygen, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)	Material, wood, plastic, glass, paper, fabric, metal, rock, transparent, translucent, opaque, hard, soft, smooth, shiny, rough, flexible, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/puling, twist/twisting, squash/squashing. bend/bending, stretch/stretching Trees, evergreen, deciduous, branches, trunk, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, stem light, shade, sun, warm, cool, water, grow, healthy, germinate	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, prey, predator, shelter, move, feed, habitats, microhabitats

I will know….	I can identify that animals, including humans, have offspring which grow into adults. I can identify and describe the basic needs of animals, including humans, for survival (water, food and air). I can observe and look for patterns in the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can identify how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can look for patterns between materials. I can observe and describe how seeds and bulbs grow into mature plants. I can find out and identify how plants need water, light and a suitable temperature to grow and stay healthy drawing on comparisons where appropriate.	I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can 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. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can 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.
Working Scientifically **runs throughout and will be covered in some way during each lesson**			
Vocabulary	Comparative/Fair testing, Research, Observation Over Time, Identifying Grouping and Classifying, Problem Solving, investigate, question, predict, answer, results, record, identify, compare, observe, group, sort, classify, equipment		
I will know….	I can ask simple questions and recognise that they can be answered in different ways. I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.		