EXPERIENTIAL COMMUNITY CREATIVITY RESPONSIVE

Year 2: Science Overview 2021- 2022/2022 -2023			
Topic	**Autumn** **Out of Africa**	**Spring** **How to be a Victorian**	**Summer** **Wonderful Water**
Main focus	**Geography**	**History**	**Science**
Knowledge	Observe how seeds and bulbs grow into mature plants Find out how plants need water, light and a suitable temperature to grow and stay healthy	Identifying and comparing uses of Different Materials Find out how solid shapes can be changed by squashing, twisting etc.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 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) Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most creatures 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a

			simple food chain and name different sources of food.
Enquiries	**Classifying** Based on the children's criteria classify seeds and bulbs **Observing over time** Plant seeds and bulbs and observe how they grow **Pattern seeking** Children generate questions for investigation such as: Do big seeds germinate more quickly? Does it matter which way round you plant a bulb or seed? Which comes first, the root or the shoot? **Researching** Look at packets to decide how to plant and care for bulbs and seeds. **Researching** Research plantlife in Africa. What crops grow there? Do we eat any foods that come from Africa? Examine labels on food products.	**Classifying** Based on the children's own criteria, classify materials e.g. samples of wood, metal, plastic, etc. **Comparative/Fair testing** Test materials for different uses, thinking about Victorian inventions.	**Classifying** Find things that are living Find things that are dead Find things that have never been alive Classify things found in the environment, using their own criteria, leading to living, dead and never been alive **Classifying** Classify animals found in the sea based on physical structure Classify plants found in the sea **Observing over time** Observe caterpillars turning into butterflies/tadpoles turning into frogs **Pattern seeking** In the local environment children generate their own questions eg Where do snails live? Where do you see more butterflies? **Researching** Use secondary sources to find out more about whales. (Link to core book) **Researching** Use keys to identify animals found during pond dipping session **Researching** Research adult animals and their young

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Knowledge Matrix	Prior Knowledge and Future Learning					
Working Scientifically	Working Scientifically Skills Year 1 and Year 2					
Experiences	Continuing responsibility for the Kitchen garden - harvesting the fruit and vegetables and cooking healthy, simple dishes with them					
Vocabulary	**Plants:** Seed, bulb, plant, mature, water, light, moisture, growth, temperature, comparison, healthy, shoot, seedling, germination, soil, earth, reproduction, food store, survival, variety, temperature		**Materials:** Suitable, unsuitable, purpose, object, material, property, characteristic, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, rigid, flexible, waterproof, absorbent, strong, fragile, rough/smooth, reflective, non-reflective, transparent, opaque, translucent, shape, changed, push/pull, twist, squash, bend, stretch, pinch, poke, roll, squeeze.		**Living things and their habitats:** Habitat, micro-habitat, food chain, characteristics, environment, dependency, food source, conditions, survival, nutrition, reproduction	
Assessment Tasks	**TAPS Assessment** **Comparing Plant growth in different conditions** Working scientifically - observe closely using simple equipment		**TAPS Assessment** **Boat Materials** Enquiry focus - describe what they have found out and use their results to make comparisons		**TAPS Assessment** **Sorting living and non-living** Working scientifically - Use of appropriate scientific language to communicate their ideas	
Cross - curricular links						
Events	**Black History Month** **Anti- Bullying Week** **Harvest Assembly** **Christmas Performance**		**Crick workshops** **Science Week - Theme - Connections** **Book Week**		**STEAM Exhibition** **Sports Day** **Healthy Schools Week**	
Core Texts	**Lila and the Secret Rain** by David Conway	**Traditional tale** (Christmas Production)	**Oliver Twist** Charles Dickens	**The Poems of Edward Lear** **Non-Fiction The Victorians**	**Mousehole Cat** Antonia Barber and Nicola Bailey **Non-Fiction Pirates**	**The Storm Whale** Benji Davies

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	Non-fiction Animals			**The Jabberwocky by Lewis Carrolll**		
Writing is:	**RESPONSIVE** Responds to what is happening right now **CREATIVE** Linked to science and the arts **COMMUNITY** Has a purpose **EXPERIENTIAL** Is enhanced by experiences					