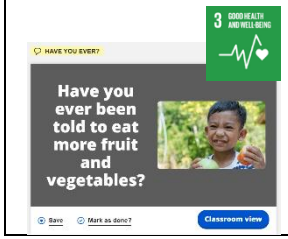
Year 2 Australia

Autumn Term		Spring Term		Summer Term		Throughout the Year
Fighting Fit!	Around the World	Fire, Fire!	Australia	Florence Nightingale and Mary Seacole	Go Wild!	Throughout the Year
Animals Including Humans		**Everyday Materials**	**Everyday Materials/Plants**	**Living things and their habitats**		**Plants**
Lesson 1 DE **LO:** Find out about and describe the basic needs of animals, including humans for survival **WS:** Understand the concept of 'a question' Enquiry: What do humans and animals need to survive?	**Lesson 1 DE** **LO:** Investigate the importance of hygiene **WS:** Identify things to observe. Explain what has happened to things or events. Enquiry: Does soap really keep the germs away?	**Lesson 1 DE** **LO:** Identify different materials and their uses **WS**: Using their observations and ideas to suggest answers to questions Enquiry: What materials can you find on your hunt?	**Lesson 1** **LO:** Identify and compare transparent, translucent and opaque materials for their uses. **WS:** Use simple observable features to compare objects or living things Use observable features of objects to identify them. Enquiry: Which materials are transparent, translucent and opaque?	**Lesson 1 DE** **LO:** Identify and classify objects into living, dead or never been alive **WS:** Identifying differences, similarities or changes related to simple scientific ideas and processes **Enquiry:** Are the objects we found alive, dead or never been alive? **School grounds**	**Lesson 1 DE** **LO:** Observe and describe how seeds and bulbs grow into mature plants **WS:** Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions Enquiry: Which conditions help me grow the healthiest plant?	*Autumn 1* **Lesson 1 DE** **LO:** Explain the difference between seeds and bulbs **WS:** Identifying differences, similarities or changes related to simple scientific ideas and processes Sort and group objects and living things in different ways and describe how they're sorted Enquiry: How could you group these bulbs and seeds?
Lesson 2 DE **LO:** Find out about and describe the basic needs of animals, including humans for survival **WS:** Use own experiences of the world around to suggest appropriate answers to questions. Enquiry: What do humans need to survive and be healthy?	**Lesson 2** LO: Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene **WS:** Use information from secondary sources to help answer a question.	**Lesson 2** **LO:** Identify the suitability of a material. **WS:** Use own experiences of the world around to suggest appropriate answers to questions	**Lesson 2 DE** **LO:** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **WS:** Predicting, observing, investigating, measuring and recording	**Lesson 2** **LO:** Identify and name a variety of plants and animals in their habitats, including microhabitats **WS:** Use observable features of objects to identify them **WS:** Explain which observable features have led them to classify in a particular way	**Lesson 2** **LO:** Describe how different habitats provide the basic needs of an animal. **WS:** With support, answer questions with their own evidence Enquiry: Which habitat do worms prefer to live and why?	*Spring 1* **Lesson 2** **LO:** Present findings from an investigation as a tally chart **WS:** Begin to recognize links between observations and answers to questions. Enquiry: Do all flowers have the same number of petals? 
Lesson 3 DE **LO**: Explore how important good nutrition is for humans	**Lesson 3 DE** **LO:** Notice that animals, including humans, have	**Lesson 3 DE** **LO:** To know that materials are suitable for different purposes and compare them.	**Lesson 3** **LO:** Identify and compare the suitability of materials.	**Lesson 3 DE** **LO:** Exploring two contrasting micro-habitats.	**Lesson 3** **LO:** Identify that most living things live in habitats to which they are suited.	*Spring 2* **Lesson 3 DE** **LO:** Design an experiment to show what plants need to grow

WS: Independently, classify using simple prepared tables and **sorting rings.** Enquiry: What makes a balanced diet?	off-spring which grow into adults. **WS:** Using their observations and ideas to suggest answers to questions Enquiry: Which off-spring belongs to each adult?	**WS:** Using their observations and ideas to suggest answers to questions	**WS:** Present evidence 	**WS:** Observing closely, using simple equipment Enquiry: What mini-beasts can you find in each of the micro-habitats? Survey	**WS:** Use information from secondary sources to help answer a question. Enquiry: How do different animals suit their habitat?	**WS:** Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Enquiry: What happens to my seed once I've planted it?
Lesson 4 **LO:** Describe the importance of healthy, balanced diet **WS**: Use their observations and ideas to suggest answers to questions **Enquiry Question:** Why is a healthy, balanced diet important, and how does it affect our bodies?	**Lesson 4 DE** **LO:** Order and explain the stages of a human life cycle **WS:** Begin to classify and identify by linking observable features to already known objects or things. **Enquiry Question: What are the different stages of the human life cycle, and how do our bodies change as we grow?**	**Lesson 4** **LO:** Understand that some questions can be answered by testing **WS:** Predicting, observing, investigating and recording Enquiry: Would a paper boat float forever?	**Lesson 4 DE** **LO:** Design an experiment to show what plants need to grow **WS:** Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Enquiry: What happens to my seed once I've planted it?	**Lesson 4** **LO:** Present findings from a survey as a pictogram. **WS**: Record own measurements e.g., using prepared tables, pictograms, tally charts and block graphs. **WS:** Present evidence Enquiry: What mini-beasts can you find in each of the micro-habitats? Survey	**Lesson 4/5 DE** **LO**: Design a suitable microhabitat/habitat where living things could survive **WS:** Use information from secondary sources to help answer a question. ***Enquiry Question*: *What features does a habitat need to support the survival of different living things?***	*Spring 2* **Lesson 4 DE** **LO:** Describe what plants need to grow and stay healthy **WS:** Performing simple tests Using their observations and ideas to suggest answers to questions **Enquiry Question: What do plants need to grow well, and how can we test these conditions?**
Lesson 5 LO: Investigate if our diet is balanced and healthy **WS:** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Begin to use simple scientific language to talk about what they have found out. Enquiry: Do you eat a balanced and healthy diet in a week? 	**Lesson 5 DE** **LO:** Describe the life cycle of a butterfly **WS:** Using their observations and ideas to suggest answers to questions. **Enquiry Question:** How does a butterfly change throughout its life cycle, and what are the key stages of its development?	**Lesson 5** **LO:** Investigate properties of materials **WS:** Performing simple tests: Set up a comparative test. Enquiry: Which material will make the best coat?	**Lesson 5 DE** **LO:** Describe what plants need to grow and stay healthy **WS:** Performing simple tests Using their observations and ideas to suggest answers to questions **Enquiry Question:** What conditions help plants grow best, and how can we test this?	**Lesson 5 DE** **LO:** Ask diverse questions to find out what animals eat and where they find food in order to survive (habitat suitability) **WS:** Asking simple questions and recognising that they can be answered in different ways. Enquiry: Do animals need each other to survive?	**Lesson 4/5 DE** **LO**: Design a suitable microhabitat/habitat where living things could survive **WS:** Use information from secondary sources to help answer a question. 	*Spring 2* **Lesson 5 DE** **LO:** Describe the life cycle of a plant **WS:** Using their observations and ideas to suggest answers to questions **Enquiry Question: How does a plant change throughout its life cycle, and what are the key stages of its growth?**

Lesson 6 DE LO: Investigate if longer legs make you a faster runner **WS:** Begin to recognize links between observations and answers to questions. With help, begin to notice patterns and relationships. Enquiry: Do longer legs make you a faster runner?	**Lesson 6** **LO:** Explore the life cycle of a frog **WS:** Using their observations and ideas to suggest answers to questions **Enquiry Question:** How does a frog change throughout its life cycle, and what are the key stages of its development?	**Lesson 6 DE** **LO:** Discover which materials change shape when making a road with John McAdam **WS:** Predicting, observing, investigating, measuring, recording Enquiry: How have materials changed over time?	**Lesson 6 DE** **LO:** Describe the life cycle of a plant **WS:** Using their observations and ideas to suggest answers to questions **Enquiry Question:** How does a plant grow and change throughout its life cycle?	**Lesson 6 DE** **LO:** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain **WS:** Gathering and recording data to help in answering questions ***Enquiry Question:*** How do animals get their food, and how can we show this in a simple food chain?	**Lesson 6 (follow up lesson)** **LO:** Observe and describe how seeds and bulbs grow into mature plants **WS:** Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions Enquiry: Which conditions help me grow the healthiest plant?	*Summer 2* **Lesson 6** **LO:** Observe and record the growth of plants over time. **WS:** Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions Enquiry: Which conditions help me grow the healthiest plant?
Assessment – Animals Including Humans Children to create posters/leaflets – to describe the importance of exercise, good hygiene and a healthy diet on humans.		**Assessment** – Everyday Materials Test from Developing Experts		**Assessment** – Living Things and their Habitats Test from Developing Experts		**Assessment** – Plants Test from Developing Experts