

Y2 Science Bundle 2020-21

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20	02.11.20	09.11.20	16.11.20
Winter	23.11.20	30.11.20	07.12.20	14.12.20	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
				Christmas						
Spring	22.02.21	01.03.21	08.03.21	15.03.21	22.03.21	29.03.21	19.04.21	26.04.21	03.05.21	10.05.21
										KS1 SATS?
Summer	17.05.21	24.05.21	07.06.21	14.06.21	21.06.21	28.06.21	05.07.21	12.07.21	19.07.21	
		KS1 SATS?								

	WORKING SCIENTIFICALLY	CYCLE ONE: Chemistry	CYCLE TWO: Physics	CYCLE THREE: Biology	CYCLE FOUR: Biology
Y2	<p>Pupils Should be Taught to:</p> <ul style="list-style-type: none"> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions 	<p>EVERYDAY MATERIALS</p> <p>To investigate materials</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p>LIGHT, SOUND & ELECTRICITY</p> <p>To understand light and seeing*</p> <ul style="list-style-type: none"> • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i> <p>To investigate sound and hearing*</p> <ul style="list-style-type: none"> • <i>Observe and name a variety of sources of sound, noticing that we hear with our ears.</i> <p>To understand electrical circuits*</p> <ul style="list-style-type: none"> • <i>Identify common appliances that run on electricity.</i> • <i>Construct a simple series electrical circuit.</i> <p style="text-align: right;">*Non-Statutory</p>	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p style="text-align: center;">PLANTS</p> <ul style="list-style-type: none"> • 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. 	<p>To investigate living things:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and 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. • 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 identify and name different sources of food.

Week	Y2 CYCLE ONE CHEMISTRY: EVERYDAY MATERIALS	
	Lesson Content	Vocabulary
1	Vocabulary	Working Scientifically: test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v) describe (v)
2	Recall from Y1: Identify and name a variety of everyday materials. Teach for Y2: Can I identify everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard?	
3	Recall from Y1: N/A Teach for Y2: Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?	
4	Recall from Y1: Describe the simple physical properties of a variety of everyday materials. Teach for Y2: Can I gather and record information concerning the properties of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses?	
5	Recall from Y1: Compare and group together a variety of everyday materials on the basis of their simple physical properties. Teach for Y2: Can I discuss the uses of different everyday materials and compare their suitability for more than one thing? E.g. metal can be used for coins, cans, cars, table legs	
6	Contingency Week	
7	Recall from Y1: N/A Teach for Y2: Can I identify different everyday materials that can be used for the same thing? E.g. spoons can be made from plastic, wood, metal.	
8	Recall from Y1: N/A Teach for Y2: Can I answer questions about how people have developed useful new materials? E.g. John Dunlop, Charles Macintosh, John McAdam	
9	Recall from Y1: N/A Teach for Y2: Can I use observations to suggest which materials (according to their properties) would be suitable for particular purposes?	
10	Contingency Week	

Tier 2/3 Chemistry solid materials
 wood (n)
 plastic (n)
 glass (n) metal (n)
 water (n)
 rock (n)

properties
 squash (v)
 bend (v)
 twist (v)
 stretch (v)
 hard/soft (adj)
 stretchy/stiff (adj)
 shiny/dull (adj)
 rough/smooth (adj)
 bendy/not bendy (adj)
 waterproof/not waterproof
 absorbent/not absorbent (adj)
 opaque/transparent (adj)

Week	Y2 CYCLE TWO PHYSICS: LIGHT, SOUND & ELECTRICITY				
	Lesson Content	Vocabulary			
1	Vocabulary				
2	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Observe and name a variety of sources of light, including electric lights, flames and the Sun</p>	Working Scientifically: test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v) describe (v)	Tier 2/3 physics source light flame sun sound appliance electricity circuit travel		
3	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Explain, using a variety of sources of light, that we see things because light travels from them to our eyes. Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p>				
4	Contingency Week /Christmas				
5 Quiz	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Observe and name a variety of sources of sound, noticing that we hear with our ears.</p>				
6	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Explain, using a variety of sources of sound, that we hear things because sound travels from them to our ears.</p>				
7	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Identify common appliances that run on electricity.</p>				
8	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Understand the dangers of electricity</p>				
9	<p>Recall from Y1: N/A</p> <p>Teach for Y2: Construct a simple series electrical circuit.</p>				
10 Quiz	Contingency Week				

Week	Y2 CYCLE THREE BIOLOGY: ANIMALS INCLUDING HUMANS			
	Lesson Content	Vocabulary		
1	Vocabulary		Working Scientifically: test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v) describe (v)	
2	Recall from Y1: Identify and name a variety of common animals. Teach for Y2: Notice that animals, including humans, have offspring which grow into adults.	Tier 2/3 biology offspring survive thrive hygiene shelter temperature mature		
3	Recall from Y1: N/A Teach for Y2: Discuss the basic needs of animals, for survival, including water, food, air (and shelter)			
4	Recall from Y1: N/A Teach for Y2: Describe the basic needs of humans (the right conditions), for survival, including water, food, air (and shelter).			
5 Quiz	Recall from Y1: N/A Teach for Y2: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.			
6	Contingency Week			
7	Recall from YR 1: Identify and name a variety of common plants. Identify and describe the basic structure of plants. Teach for Y2: Observe and describe how seeds and bulbs grow into mature plants.			
8	Recall from Y1: N/A Teach for Y2: Find out how plants need water, light and a suitable temperature to grow and stay healthy.			
9	Recall from Y1: N/A Teach for Y2: Describe how (like animals including humans) plants need water, light and a suitable temperature (the right conditions) to grow and stay healthy.			
10 Quiz	Contingency Week			

Y2 CYCLE FOUR BIOLOGY: LIVING THINGS			
Week	Lesson Content	Vocabulary	
1	Vocabulary	Working Scientifically: test (v) identify (v) classify (v) observe (v) gather (v) record (v) data (n) ask (v) answer (v) suggest (v) describe (v)	Tier 2/3 biology habitat micro-habitat conditions depend variety source food chain
2	<i>Recall from Y1: N/A</i> Teach for Y2: Explore and compare the differences between things that are living, that are dead and that have never been alive.		
3	<i>Recall from Y1: N/A</i> Teach for Y2: Identify that most living things live in habitats to which they are suited. Match the habitat to the living thing.		
4	<i>Recall from Y1: N/A</i> Teach for Y2: Describe how different habitats provide for the basic needs (conditions) for different kinds of animals and plants and how they depend on each other.		
5 Quiz	<i>Recall from Y1: N/A</i> Teach for Y2: Identify and name a variety of plants and animals in their habitats, including micro-habitats.		
6	Contingency Week		
7	<i>Recall from Y1: N/A</i> Teach for Y2: Describe how animals obtain their food from plants and other animals.		
8	<i>Recall from Y1: N/A</i> Teach for Y2: Using the idea of a simple food chain, identify and name different sources of food.		
9	<i>Recall from Y1: N/A</i> Teach for Y2: Construct simple food chains, to describe how animals obtain food from different sources.		
10 Quiz	Contingency Week		