# Science

# Year 2: Autumn 1:Topic 1-Healthy Me

# National Curriculum: Animals Including Humans

**Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**
**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**
**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**
**Long term memory development= LAST, LAST, LAST linked to the WALT**
**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below**

| Term | Week 2 lessons per week | National Curriculum Statement | WALT | Resources/Use all or some of the following activities to cover this objective | NC/Working scientifically skills developed in the activities | Switched on Science Teacher's Guide reference | Switched on Science resources | Vocabulary |
|---|---|---|---|---|---|---|---|---|
| Autumn Term: Topic 1 - Healthy Me | 1 | Find out about 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 | WALT: 1a) brainstorm what we know about animals including humans<br><br>1b) WALT: know that being happy is important to how we feel | 1. What makes me happy? | Communicating<br>Discussing what has been observed and recorded<br><br>Assessing<br>Reading and spelling simple scientific terms | Pages 09 - 10 | | Exercise<br>Water<br>Food<br>Air<br>Animals<br>humans |
| Autumn Term: Topic 1 - Healthy Me | 2 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 2a)WALT: link the idea of exercise with being healthy<br><br>2b) say how different | 2. How do we like to keep fit?<br>3. How does exercise help me?<br>. | Gather and record data to help in answering questions. | Pages 11 - 12 | | air disease exercise food germs healthy hygiene hygienic |

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| | | | activities help parts of the body | | | | | |
| Autumn Term: Topic 1 - Healthy Me | 3 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | 3a) WALT: name materials and say why they have been used<br><br>3b) walt: plan and carry out a test with helmets and link use of material to the result | 4. Keeping fit challenge<br>5. Safe cyclists.<br>6. Design, make and test a helmet. | Perform simple tests. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. | Pages 12 - 13 | | suitability<br>Material<br>Plastic<br>Glass<br>Brick<br>Rock<br>Paper<br>Cardboard |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Autumn Term: Topic 1 - Healthy Me | 4 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 4a) WALT: understand that we need food to live, grow, be active and stay healthy<br><br>4b) WALT: identify the names of different foods and sort them | 1. Why do we need food?<br>2. Sorting food | Identify and classify | Pages 14 -15 | | live<br>grow<br>stay healthy<br>be active |
| Autumn Term: Topic 1 - Healthy Me | 5 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 5a) walt: explain why foods are healthy<br>5b) walt: gather and present data about eating the right | 3. Favourite snack.<br>4. Swapping snacks | Gather and record data to help in answering questions. | Pages 15-16 | | Data<br>Balanced diet<br>Fat<br>Sugar<br>Protein<br>Starchy food |

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|---|---|---|---|---|---|---|---|---|
| | | | amount of different foods | | | | | |
| Autumn Term: Topic 1 - Healthy Me | 6 | Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | 6a) walt: compare the effect of fruit kebab and 'other snacks' on their health<br>Assessment | 1. Spraying germs.<br>2. Snot trail. | Perform simple tests | Pages 17 - 18 | Activity Resource 1.1 | |
| Assessment | | | | 4. Swapping snacks | | Page 16 | | |

# Science

# Year 2: Autumn 2: Topic 2-Materials Monster

# National Curriculum: Everyday Materials

**Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**
**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**
**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**
**Long term memory development= LAST, LAST, LAST linked to the WALT**
**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below**

| Term | Week 2 lessons per week | National Curriculum Statement | WALT | Resources/Use all or some of the following activities to cover this objective | NC/Working scientifically skills developed in the activities | Switched on Science Teacher's Guide reference | Switched on Science resources | Vocabulary |
|---|---|---|---|---|---|---|---|---|
| Autumn 2 Term: Topic 2 - Materials Monster | 1 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 1a) WALT: brainstorm what we know about everyday materials<br><br>1b) WALT: the materials that we use to make things | 1. Feeding time.<br>. | Identify and classify | Pages 22-23 | | **Materials Objects** wood, metal, plastic, glass, brick, rock, paper |
| AutumnTerm: Topic 2 - Materials Monster | 2 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 2a) WALT: identify and sort materials<br>2b) walt: : identify and sort materials and | 2. Sorting for Materials Monster<br>3. Talk to Materials Monster. | Observe closely, using simple equipment.<br>Identify and classify. | Page 24 | Activity Resources 2.1 | Property sort absorbent / bend / brittle / bumpy / card / change / |

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|---|---|---|---|---|---|---|---|---|
| | | | say why some materials are used | | | | | concrete / dull / elastic / fabric / flexible / glass / hard / man-made materials / metal / natural materials / opaque / paper / plastic / recycle / rough / rubber / shiny / smooth |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Autumn Term: Topic 2 - Materials Monster | 3 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | 3a) WALT: identify and classify materials and record their observations | 4. Taking Materials Monster outside.<br>5.Take the Materials Monster home. | Identify and classify.<br>Observe closely, using simple equipment. | | Activity Resources 2.2 , 2.3 and 2.4 | **Classify**<br>**Property** |
| Autumn 2 Term: Topic 2 - Materials Monster | 4 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 4a)WALT: identify and say why the materials they have chosen are unsuitable | 1. Silly Materials Monster Book. | Communicating<br>Discussing what has been observed and recorded | Page 27 | | **Unsuitable**<br>**Suitable** |
| Autumn Term: Topic 2 - Materials Monster | 5 | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | 5a) WALT: know that it is the material that they can squash<br>5B) walt: know how objects | 2. Squash, bend, twist, stretch | Testing<br>Performing simple tests to find answers to questions | Page 28 | | **Forces**<br>squashing, bending, twisting and stretching |

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| | | | made from some materials can change shape | | | | | |
| Autumn Term: Topic 2 - Materials Monster | 6 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 6a) identify and say why the materials they have chosen are suitable<br>6b) Assessment | 3. Make your own Materials Monster. | Observing<br>Observing using simple equipment, noticing patterns and relationships<br><br>Communicating<br>Discussing what has been observed and recorded<br><br>Testing<br>Performing simple tests to find answers to questions | Page 29 | | |
| Assessment | | | | 3. Make your own Materials Monster. | | Page 29 | | |

# Science

## Year 2: Spring 1: Topic 3-Squash, Bend, Twist and Stretch

## National Curriculum: Everyday Materials

| **Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**<br>**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**<br>**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**<br>**Long term memory development= LAST, LAST, LAST linked to the WALT**<br>**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Spring Term: Topic 3 - Squash, Bend, | 1 | Find out how the shapes of solid objects made from some materials can | 1a. walt: brainstorm what we already know about Squash, Bend, Twist and stretch | 1. Flexible me | Assessing<br>Reading and spelling simple scientific terms<br><br>Communicating | Page 32 | | :<br>Twist<br>Squash<br>Bend |

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| Twist and Stretch | | be changed by squashing, bending, twisting and stretching. | 1b) walt: understand the words(squash,bend,twist,stretch) and link them to create body movements | | Discussing what has been observed and recorded<br><br>Researching<br>Finding out about scientific ideas | | | | squeeze / stretch |
| Spring Term: Topic 3 - Squash, Bend, Twist and Stretch | 2 | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | 2a) walt: choose the right word to change the shape of the object<br><br>2b) walt: link the ability to change the shape of an object to the material it is made from | 2. Squash me, bend me, twist me, stretch me.<br>3. Sort me | Identify and classify. | Pages 33 - 34 | | | Material<br>Mass<br>Force<br>elastic / pull / push / |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | | **Vocabulary** |
| Spring Term: Topic 3 - Squash, Bend, Twist and Stretch | 3 | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | 3a) walt: can say what they have to do to stretch, twist, bend and squash something<br><br>4a) walt: use scientific words to describe how they changed the shape | 4. Balloon shapes | Identify and classify. | Page 34 | | | **shape** |
| Spring Term: Topic 3 - | 4 | Find out how the shapes of solids | | 6. Stretchy socks. | Testing | Page 34 | | | **Test Data** |

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| Squash, Bend, Twist and Stretch | | objects made from some materials can be changed by squashing, bending, twisting and stretching. | 4B) carry out a test and use data to answer their question | | Performing simple tests to find answers to questions<br><br>Questioning<br>Asking simple questions and being able to express them | | | **Fair test** |
| Spring Term: Topic 3 - Squash, Bend, Twist and Stretch | 5 | | 5a) say when they are stretching and squashing | 7. Stretch and squash | | Pages 35-36 | | |
| Spring Term: Topic 3 - Squash, Bend, Twist and Stretch | 6 | Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | 6a) explain that they squash the bottle, then the air and make the rocket mouse move<br><br>Assessment | 8. Flying mouse | Performing simple tests. Gathering and recording data to help in answering questions. | Pages 36-37 | Activity Resources 3.1 and 3.2 | |
| Assessment | | | | 6.Stretchy socks<br>8. Flying mouse | | Pages 35-37 | | |

# Science

## Year 2: Summer 1: Topic 4-Our Local Environment

## National Curriculum: Animals Including Humans

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|---|---|---|---|---|---|---|---|---|
| **Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**<br>**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**<br>**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**<br>**Long term memory development= LAST, LAST, LAST linked to the WALT**<br>**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below**<br>**In KS1 only= Pupils are entitled to two 45min lessons per week** | | | | | | | | |
| **Term** | **Week 2 lessons** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's** | **Switched on Science resources** | **Vocabulary** |

| | per week | | to cover this objective | | | Guide reference | | |
|---|---|---|---|---|---|---|---|---|
| Summer Term: Topic 4 - Our local environment | 1 | 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. | 1a. walt: brainstorm what pupils know about our local environment<br><br>1b. walt: identify things that are living, dead or have never been alive | 1.living or not<br>.<br>. | Observing<br>Observing using simple equipment, noticing patterns and relationships | Pages 43 - 44 | | **environment<br>alive<br>dead<br>never alive<br>reproduce<br>move<br>grow<br>breathe<br>non-living<br>living** |
| Summer Term: Topic 4 - Our local environment | 2 | Identify and name a variety of plants and animals in their habitats, including micro-habitats. | 2a) walt: identify where living things live<br>2b) walt: know that microhabitats provide food, shelter | 2. My habitat<br>3. Find a microhabitat<br>. | Observing<br>Observing using simple equipment, noticing patterns and relationships<br><br>Researching<br>Finding out about scientific ideas | Page 44 | | **micro habitat<br>habitat<br>environment<br>alive<br>dead<br>never alive<br>reproduce<br>move<br>grow<br>breathe<br>non-living<br>living** |
| Summer Term: Topic 4 - Our local environment | 3 | Identify and name a variety of plants and animals in their habitats, including microhabitats. Gather and record data to help in answering questions. | 3a) identify plants and animals in their habitats<br>3b) explain why plants and animals live in a habitat | 4. Micro-habitat survey<br>5. Animals and plants in different habitats. | Communicating<br>Discussing what has been observed and recorded | Page 44 - 45 | | **micro habitat<br>habitat<br>environment<br>omnivore<br>carnivore<br>amphibian<br>herbivore<br>prey<br>predator<br>producer<br>consumer** |
| **Term** | **Week 2 lessons** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's** | **Switched on Science resources** | **Vocabulary** |

| | per week | | to cover this objective | | | Guide reference | | |
|---|---|---|---|---|---|---|---|---|
| Summer Term: Topic 4 - Our local environment | 4 | 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. | 4a) walt: understand that habitats provide for the basic needs of living things<br>4b)walt: understand that plants and animals depend on each other in their habitat | 5. Make a micro-habitat. | Communicating<br>Discussing what has been observed and recorded<br><br>Researching<br>Finding out about scientific ideas | Page 45 | | **omnivore carnivore amphibian herbivore prey predator producer consumer** |
| Summer Term: Topic 4 - Our local environment | 5 | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. | 5a) describe what animals eat<br>5b) walt: create a simple food chain (two parts) to show how animals obtain food | 1. Food chain pairs.<br>2. Extending the food chain. | Recording<br>Gathering and recording information from observations and tests e.g. tally charts<br><br>Observing<br>Observing using simple equipment, noticing patterns and relationships<br><br>Communicating<br>Discussing what has been observed and recorded | Pages 46- 47 | | **prey predator food chain Producer consumer** |
| Summer Term: Topic 4 - Our local environment | 6 | Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. | 6a)walt: extend simple food chain to show how animals obtain food | 3. Food chain mobile.<br>4. Food chain hunt | Recording<br>Gathering and recording information from observations and tests e.g. tally charts<br><br>Observing<br>Observing using simple equipment, noticing patterns and relationships<br><br>Communicating<br>Discussing what has been observed and recorded | Page 47 | | **prey predator food chain Producer consumer** |

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| Assessment | | 5. Make a micro-habitat. 4 Food chain hunt | | | Pages 45 and 47 | | |

# Science

# Year 2: Spring 2:Topic 5-Young Gardeners

# National Curriculum: Plants

| **Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**<br>**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**<br>**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**<br>**Long term memory development= LAST, LAST, LAST linked to the WALT**<br>**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Spring Term: Topic 5 - Young gardeners | 1 | Identify and name a variety of plants and animals in their habitats, including microhabitats | 1a) walt: brainstorm what pupils know about Plants<br><br>1b) walt: name common plants in the school grounds. | 1. What is growing in our school grounds? | Identify and classify using simple equipment | Page 51 | | |
| Spring Term: Topic 5 - Young gardeners | 2 | Observe and describe how seeds and bulbs grow into mature plants. | 2a) walt: name common plants | 2. What shall we grow? | Ask simple questions and recognise that they | Page 52 | | Bulb:<br>Corms: Corms are not made up of scales, they do |

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| | | | and flowers using identification resources<br><br>2b) walt: describe how the seed grows and use scientific language | 3. What do seeds need for germination? | can be answered in different ways | | | not have the fleshy leaves you would find on a bulb and the bud is on top of the corm. Germinate: roots shoots. Properties:. Stem: Tuber: flower /fruit / germinate / germination / fruit / health / leaf / plant / root / seed / seedling / |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Spring Term: Topic 5 - Young gardeners | 3 | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | 3b) walt: plan, carry out their test and use standard measures to record growth | 3. What do seeds need for germination? | Perform simple tests Observe closely, using simple equipment Perform simple tests and use observations and ideas to suggest answers to questions | Page 53 | Activity Resource 5.1 | fleshy leaves<br><br>healthy Germinate: roots shoots. / flower /fruit / germinate / germination / fruit / health / healthy / leaf / |

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|---|---|---|---|---|---|---|---|---|
| Spring Term: Topic 5 - Young gardeners | 4 | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 4a) walt: describe that plants need water, light and right temperature to grow and plan, carry out a test and use standard measures<br><br>4b) walt: make newspaper pots and understand they are recycling newspaper | 4. What do plants need to grow?<br><br>5. Newspaper plant pots | Observe closely, using simple equipment Perform simple tests Use observations and ideas to suggest answers to questions | Pages 54 - 55 | | Water<br>Light<br>Air<br>Temperature<br>Carbon dioxide<br>Warmth<br><br>properties / materials<br>recycling<br>**clean planet landfill** |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Spring Term: Topic 5 - Young gardeners | 5 | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | 5a) walt: understand and apply their knowledge of how to grow a seed into a healthy plant to bulbs<br><br>5b)walt: observe, measure and | 6. Grow a salad.<br>7. Growing bulbs. | Observe closely, using simple equipment. Gathering and recording data to help in answering questions. | Page 55- 56 | Activity Resource 5.2 | **Measure Standard Non-standard Healthy** |

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| | | | record plant growth. | | | | | |
| Spring Term: Topic 5 - Young gardeners | 6 | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | 6a) walt: plant and decide conditions for growth, e.g. amount of light, warmth and water<br><br>6b) walt: decide what to observe and use standard measures, how to record and use data to explain the plant growth. | 8. Quirky container contest. | Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. | Page 57 | | **data** |
| Assessment | | | asessessment | 8. Quirky container contest. | | Page 57 | | |

# Science

## Year 2: Summer 2: Topic 6- Little Masterchefs

## National Curriculum: Animals Including Humans

| **Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations**<br>**Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)**<br>**Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment**<br>**Long term memory development= LAST, LAST, LAST linked to the WALT**<br>**Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Summer Term: Topic 6 - Little Masterchefs | 1 | Find out about, 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. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | 1a) walt: brainstorm what pupils know about the rules for working with food in the kitchen<br><br>1b) sort objects according to a variety of criteria | c rules for working with food in the kitchen | Identify and classify. | Pages 61 - 63 | Activity Resource 6.1 | / bread / change / chopping board / cook / dehydrate / digest / energy / fork fruit / frying pan / grow / heat / hot / hygiene / |

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|---|---|---|---|---|---|---|---|---|
| | | | | | | | | ingredients / knife / oven / rainbow / saucepan / spoon / strong / temperature / utensils / vegetables / whisk |
| Summer Term: Topic 6 - Little Masterchefs | 2 | Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | 2a) say why they have put items in different categories | 6. Sort the shopping - keeping food fresh and safe.<br>7. Sort the shopping - eating and drinking well. | Identify and classify. | Pages 63 - 64 | | |
| **Term** | **Week 2 lessons per week** | **National Curriculum Statement** | **WALT** | **Resources/Use all or some of the following activities to cover this objective** | **NC/Working scientifically skills developed in the activities** | **Switched on Science Teacher's Guide reference** | **Switched on Science resources** | **Vocabulary** |
| Summer Term: Topic 6 - Little Masterchefs | 3 | Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | 3a) follow hygiene rules to make their own pizzas by making healthy food choices<br><br>3b) design and make their own salad and explain their choices | 1. Design, prepare and cook a vegetable pizza-licious.<br>2. Design your own salad. | Observe closely, using simple equipment. | Pages 65 - 67 | | **hygiene** |
| Summer Term: Topic 6 - Little Masterchefs | 4 | Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | | 3. Carrot and courgette muffins.<br>4. Bread tasting. | Observe closely, using simple equipment.<br>Identify and classify. | Pages 67 - 68 | Activity resources 6.2 and 6.3 | **Healthy** |

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| | | | 4a) say what they have used to make their muffins healthy food | | | | | |
| Summer Term: Topic 6 - Little Masterchefs | 5 | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. | **5a)use your knowledge of properties of materials to support their choices for the best wrapper** | 5. How can we keep our muffins and bread fresh? | Perform simple tests. Using their observations and ideas to suggest answers to questions. Gather and record data to help answering questions | Pages 68- 69 | | **properties material** |
| Summer Term: Topic 6 - Little Masterchefs | 6 | Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | 6a) explain what they have found out about different fruits and why fruit is healthy food | 6. Fruit choice.<br>7. Design and make a sandwich. | Researching<br>Finding out about scientific ideas<br><br>Observing<br>Observing using simple equipment, noticing patterns and relationships<br><br>Communicating<br>Discussing what has been observed and recorded | Page 69 | Activity Resources 6.4 and 6.5 | **Exercise** |
| Assessment | | | | 7. Design and make a sandwich. | | Page 69 | | |