

**PURBROOK INFANT SCHOOL –MEDIUM TERM PLAN SCIENCE**

| <b>YEAR TWO</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                      |
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| <b>AUTUMN A</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>AUTUMN B</b>                                                                                                                                                                                                                      | <b>SPRING A</b>                                                                                                                                                                                                                          | <b>SPRING B</b>                                                                                                                                                                                                     | <b>SUMMER A</b>                                                                                                                                                                                                                                 | <b>SUMMER B</b>                      |
| <b>Using every day materials</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Using every day materials</b>                                                                                                                                                                                                     | <b>Animals, including humans</b>                                                                                                                                                                                                         | <b>Plants</b>                                                                                                                                                                                                       | <b>Living things and their habitats</b>                                                                                                                                                                                                         | <b>END<br/><br/>OF</b>               |
| Identify, name, describe, classify, compare properties and change                                                                                                                                                                                                                                                                                                                                                                       | Identify, name, describe, classify, compare properties and change                                                                                                                                                                    | Look at growth, basic needs, exercise, food and hygiene                                                                                                                                                                                  | Observe and describe growth and conditions for growth                                                                                                                                                               | Look at the suitability of the environment and at food chains                                                                                                                                                                                   |                                      |
| <b>SC1:</b> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>▪ observing closely, using simple equipment</li> <li>▪ performing simple tests</li> <li>▪ identifying and classifying</li> <li>▪ using their observations and ideas to suggest answers to questions</li> <li>▪ gathering and recording data to help in answering questions</li> </ul> |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                      |
| <b>Skills:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</li> </ul>                                                                                                                                                                                                | <b>Skills:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper</li> </ul> | <b>Skills:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ notice that animals, including humans, have offspring which grow into adults</li> <li>▪ find out about and describe the basic needs of</li> </ul> | <b>Skills:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ observe and describe how seeds and bulbs grow into mature plants</li> <li>▪ find out and describe how plants need</li> </ul> | <b>Skills:</b><br>Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>▪ identify that most</li> </ul> | <b>KEY<br/>STAGE<br/>ASSESSMENTS</b> |

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| <p>cardboard for particular uses</p> <ul style="list-style-type: none"> <li>▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p>and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p>animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> | <p>water, light and a suitable temperature to grow and stay healthy.</p> | <p>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</p> <ul style="list-style-type: none"> <li>▪ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>▪ 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.</li> </ul> |  |
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