

## Working Scientifically Map

# Key stage 1 programme of study – Year 2

### Working scientifically

#### Statutory requirements

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

#### Year Group: 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>TOPICS</b>	Animals inc Humans: Taking Care	Animals and their Habitats	Materials		Plants and Growing	Growing Up
<b>Types of Enquiry</b>						
Observing (changes) over time	* Improving fitness levels on running track		* Insulating ice cube		* Bean investigation Plants & trees over seasons	* Human timeline
Seeking patterns and relationships	*	* Matching animals & habitats	* Insulating ice cube Transparency Friction		* Bean investigation	* Age compared to height
Identifying / grouping / classifying	* Classifying food groups/matching sugar content to foods.	* Living & non living Animals in their habitats	* Properties of materials		* Seeds Parts of a plant	* Stages of life
Comparative and fair testing	* Comparing sugar levels in food groups.	*	* Insulating ice cube Transparency Friction		* Bean investigation	

Researching - secondary sources	* Change for life sugar app	National Geographic CBeebies	*		*	
<b>SKILLS</b>						
Asking questions	* Keeping clean, food intake & exercise	* Animals & habitats	* Suitability of materials		* Bean investigation	* Differences in life stages
Observing / measuring	* Lap no's & times		* Insulating ice cube Transparency Friction		* Bean investigation	Age compared to height
Planning / designing enquiries			* Insulating ice cube Transparency Friction		* Bean investigation	Age compared to height
Carrying out tests	* Lap investigation		* Insulating ice cube Transparency Friction		* Bean investigation	
Identifying/ grouping / classifying	* Classifying food groups/matching sugar content to foods.	* Food chains Animals & habitats	* Properties of materials		* Seeds	* Differences in life stages
Gathering / recording data and info		*	* Insulating ice cube Transparency Friction		* Bean investigation	Age compared to height
Using equipment	Toothbrushes		* Insulating ice cube Transparency Friction		* Planting equipment	Measuring equipment
Reporting / communicating	* Taking care booklet	*	* Verbal feedback from investigations		* Bean investigation	Feedback from height investigation
Evaluating Learning	True/false	-True/False -Pictures of animals -Sort picture of animals into their habitats.	Simple question Possibly does a paper boat float? Can I eat with a paper fork?		True and false Picture of a dead plant – Qu: What have you observed about this plant? End of unit: Same question and	Give picture of stages of human life: Label these pictures. End assessment: Re label pictures and write one thing that changes.

					Why is this plant yellow?	
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