Year 2 Science Planning Summer Term 2019-20

	Objectives	Vocab	Plan	Evaluation/ Assessment	Resources
Lesson 1	To learn about life cycles To learn how food is produced To understand that certain plants are suited to certain habitats To understand about fair trade	See power point	Does Chocolate Grow on Trees? Look at the 'Does Chocolate Grow on Trees?' power point. Discuss as you go along. Use the info from the power point to complete the two activity sheets ordering and then explaining the process described in the Power point	Could cacao trees grow in the UK? Why not? What are the stages of the Cacoa bean process? Why is fair trade important?	**You will need:** Power point Sheets 1 and 2
Lesson 2 and 3	Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests.	Friction, fair, variables, control, gradient, prediction, momentum	INVESTIGATION: **Which surface allows the car to go furthest? Rolling a toy car down a ramp covered with various surfaces…** LESSON 1 **Focuses:** Observing the effect of different surfaces on the motion of a toy vehicle. Creating and carrying out a fair test. **Set Up:** Show equipment. Children must understand all of the elements they must control to keep the experiment fair. Discuss variables and hope children suggest gradient, same car, no push, what to do if it rolls at an angle or falls off etc… **Predictions:** Ask the children what they think might happen. What will be the best surface to help the car's wheels to roll further? They will talk a lot about speed instead of distance. Discuss why we are measuring distance not speed (difficulty). Explain that it is a similar concept in that the surface either allows the wheels to roll more freely or less freely (all surfaces will exert some kind of friction) talk about momentum. Introduce the concept of friction. **Recording:**	**Questions:** Do the children understand that they need to be FAIR in their testing and record their results? How did we keep the tests fair?	**You will need:** Lesson 1: Ramps with carpet, Bubble wrap, corrugated card etc.. toy cars. Investigation sheet

	Suggest what I have found out (in a variety of ways) (Gather and record) simple data to answer questions **Greater Depth objectives: I can say whether things happened as I expected and if not why not.**		Gather the children's predictions- Encourage them to record these so the children can refer to them as we go along. Discuss how we will record the results. Steer towards a 'table' kind of chart. <u>LESSON 2</u> Look back at the car rolling investigation. What science question did we ask? Ask about fair testing. Ask about how they stayed organised and recorded the results. How can we interpret the results? What do we need to do? Model how you would fill in the 'prediction' and 'conclusion bubbles. What have we found out?	Can the children effectively record their results? Question about their predictions.	Lesson 2: Header, photos, table template, Prediction bubble. Conclusion speech bubble.
Lesson 4	Ask simple scientific questions. Use simple equipment to make observations. Carry out simple tests. Suggest what I have found out (in a variety of ways) (Gather and record) simple data to answer questions Explore how shapes can be changed by squashing, bending, twisting and stretching. And melting!	Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. FAIT TEST! squashing, bending, twisting and stretching. And melting!	**Investigation: Investigating melting with dark, white and milk chocolate.** **Introduction:** • Introduce the term 'materials' to the children. What things are made of… • Quick hunt around the room for different materials (use labels) • Why are different things made out of different materials? • How is a cup plastic but a chair is also plastic? Materials can be made into different shapes. • Show the children the three types of chocolate. What is this material? What do we do with it? How could we change it? • Melting- how do we do this? BIG QUESTION- WHICH TYPE OF CHOCOLATE WILL MELT THE FASTEST? • Plan as a team how we will keep the test fair. How will we heat the choc? (microwave) how will we arrange the choc on the plate? Guide them towards melting for a set time ie 2 minutes and then see how melted their choc is. • How will we tell how melted it is? It will change shape and texture. We will have to compare the three types. They should be on the same	Can the children suggest how to carry out a fair test? Can they say what they found out? Were all groups' results the same?	Choc, labels, plates, microwave, timer. spoons Investigation sheet.

			plate- advise the children that this is how we will stay organised, fair and compare scientifically, • MAKE OUR PREDICTIONS ABOUT WHICH WILL MELT THE FASTEST. Children to fill in the prediction thought bubble on their sheet **Activity:** Melt the 3 different types of chocolate in whatever way you have decided and observe which melts the fastest… Further investigation- watch 'Do You Know?' on Cbeebies I player- the episodes about wax crayons and tennis balls both explore melting and reshaping materials.		