

Science Medium Term Planning

Year: FS2

(to be utilised alongside the EYFS overview of coverage - shows when new learning will be introduced or covered more specifically. Most learning will be covered, consolidated and practised throughout the year through a variety of contexts and themes relevant to the time)

Term	Main Enquiry/Knowledge	Sub Questions	End Point	Subject Specific Vocabulary	Linked Visits in / Visits out/Experiences/Stories
Autumn Term	<p>To use their senses to explore and describe the natural world around them using new vocabulary.</p> <p>To observe and describe similarities, differences, patterns and change in nature.</p> <p>To learn the importance of healthy practises including managing our physical, hygiene, dietary and mental needs.</p>	<p>How would I describe what I notice about how this feels/smells/tastes/looks/sounds?</p> <p>What can I find that is – strong, transparent, bumpy, ridged, rigid, flexible, stiff, huge, tiny, etc?</p> <p>How can I sort these materials? Can I find a different way to sort them? (Maths link)</p> <p>Which is the odd one out/why?</p> <p>Which material is the most suitable for my project, why? What do I need to help me complete this project/solve this problem?</p> <p>Is this material natural or man-made? How can I tell?</p> <p>Can I find something that is the same? How are these the same? What is the same?</p> <p>Can I find something that is different? How are these different? What is different?</p> <p>What do I notice? What has changed? How has it changed? Why has it changed? Can it/will it change back?</p> <p>How does this remind me of ...? How is it the same? How is it different? E.g. butterfly - remind me of symmetry, ladybird life cycle – butterfly life cycle, colours-Autumn etc. Have I seen this before? When/How?</p> <p>What is this pattern? What do Notice about this pattern? What does this pattern remind me of? (Maths link)</p> <p>What steps do I take every day to stay fit and healthy?</p> <p>Why is it important to stay clean and to follow hygiene procedures?</p> <p>How do exercise, sleep, a good diet and relaxation help me to stay fit and well?</p> <p>What does a healthy diet look like? What simple changes can I make to improve my diet?</p> <p>What makes me feel happy, safe, healthy, good inside, loved, settled and strong? How can I keep these feelings growing?</p> <p>What makes me feel, weak, sad, unwell, lonely, anxious, worried, scared etc? What can I do and how do I take steps to overcome these difficult feelings?</p>	<p>I can name the 5 senses – smell, taste, sight, touch, hearing.</p> <p>I can sort and classify materials according to similarities and differences.</p> <p>I can name and identify a range of different materials.</p> <p>I can test out materials to find out about their properties.</p> <p>I can select an appropriate material from a selection to achieve a purpose.</p> <p>I can describe the changes I see happening around me during Autumn time.</p> <p>I know what simple steps I take to look after my own health and hygiene.</p> <p>I know that having a healthy diet and doing exercise is important.</p> <p>I can name and identify a wider range of feelings – excited, anxious, frightened, calm, worried etc.</p> <p>I recognise what has made me feel a particular feeling.</p>	<p>Senses</p> <p>Material</p> <p>Same/Different</p> <p>Life cycle</p> <p>Pattern</p> <p>Healthy</p>	<p>Senses</p> <p>Materials (loose parts etc.)</p> <p>Sorting/Grouping/patterns (maths links)</p> <p>Autumn – natural materials, colours etc.</p> <p>Life cycles</p> <p>Health and fitness – keeping well</p> <p>Mental health awareness (Hello Yellow, stories to support PSED e.g. Have you filled a bucket? Maybe etc.)</p>
Spring Term	<p>To talk about past and present events in their own lives and those of people familiar to them.</p> <p>To make observations of plants and animals, consider why some things occur and describe the changes they notice. (life cycles, endangered etc.)</p> <p>To observe and describe similarities and differences in relation to objects, places, materials and living things.</p>	<p>How have I grown and changed compared to my peers? (Hist link)</p> <p>What are the important life events of people familiar to me? (Hist link)</p> <p>What am I good at, what have I got better at and what do I want to be better at in the future? (Hist link)</p> <p>What changes will I see in my body when I am 10, 15, 20, 40, 60, 100?</p> <p>What skills will I be able to develop as I grow older? What does my body need to be able to do to reach that goal?</p> <p>How am I similar and different to the people in my class, in my school, in my family?</p> <p>How have people who are familiar to me grown and changed?</p> <p>What do I notice about this plant/animal?</p> <p>How would I describe the life cycle of a chicken, butterfly, frog, ladybird, plant etc?</p> <p>Why has this happened? Why has this changed? What made this change?</p> <p>How will this grow and change? What might alter/affect how it grows or changes?</p> <p>What does the word extinct mean? Why are some plants/animals in danger?</p> <p>Does this grow and change – how/why?</p> <p>What other animals look similar? What other animals live in the same habitat? How does it stay alive – what does it need?</p> <p>How are these plants/animals/materials the same/different?</p> <p>Which other animals/plats/materials - move/grow/eat/habituate in the same way?</p> <p>Why do these belong together?</p> <p>What different ways can we group/sort these?</p> <p>What do I notice and how would I describe these?</p>	<p>I can describe how I have grown and changed.</p> <p>I can describe how a human grows and changes throughout their life.</p> <p>I can describe the life cycle of animals such as chickens, butterflies and frogs.</p> <p>I can describe how a simple plant grows and changes as I observe it.</p> <p>I know what I want to be good at and some of the steps I need to take to achieve my goal.</p> <p>I can describe my observations of plants and animals.</p> <p>I know what the term "Extinct" means and why some animals are endangered.</p> <p>I can sort or group living things and objects according to their similarities and differences.</p> <p>I can describe why a living thing or object belongs in a particular group.</p>	<p>Growth</p> <p>Change</p> <p>Plant</p> <p>Animal</p> <p>Extinct</p> <p>Belong</p> <p>Group</p> <p>Sort</p>	<p>Growing and changing/Growth</p> <p>Life cycles/plants and animals/Spring</p> <p>Changes/Changing materials</p> <p>All about me/My Aspirations</p> <p>Important people/people who help us</p> <p>Extinction/endangered animals.</p> <p>Habitats -possible visit to a farm or zoo</p> <p>Minibeasts</p>
Summer Term	<p>To find out about some of the impact humans can have on the environment</p> <p>To understand the effect the changing seasons has on the environment around them.</p>	<p>What do I notice in the area immediately around me? What do I like? What would I change/improve? How and why? (Geog link)</p> <p>What does re-use/recycle/reduce mean? Why is it important? What effect can plastics have on the wildlife around school and in the wider world?</p> <p>Why are some animals at risk of extinction? How have humans impacted this?</p> <p>How has the environment immediately around me changed in the past 2 weeks/month/since ..?</p> <p>What differences can I see in the plant life when I look out of the window or walk around the playground?</p> <p>What wildlife is around me just now? What is it doing/how is it behaving? Why?</p> <p>Why has my clothing changed recently? What do I need to wear outside today – why?</p>	<p>I can describe my local environment, what I like and what I would like to change and why.</p> <p>I know that humans can have a negative or positive impact on our whole environment.</p> <p>I know some of the steps we need to take to help to protect our planet.</p> <p>I know what the terms "recycle", "Reduce", "re-use" mean.</p> <p>I can describe the changes I observe in the environment around me.</p> <p>I can describe the weather/climate around me and what I need to do to prepare for it.</p>	<p>Environment</p> <p>Change</p> <p>Impact</p> <p>Wildlife</p> <p>Weather</p> <p>Climate</p>	<p>Places/Local area</p> <p>The environment</p> <p>Recycling</p> <p>Local wildlife/Nature</p> <p>Comparing familiar places</p> <p>The seasons/Summer</p>

Assessment will be based on a formative approach of children being able to answer the questions using the knowledge acquired over the term.