CONNECTIONS

YEAR 1 and 2: SUMMER 2

How can I investigate Science through stories?

COVERAGE: How can I investigate Science through stories!

Pupils who are secure will be able to:

- Identify the typical weather associated with each season.
- Describe animal features.
- Recognise similarities and differences between animals in the same animal group.
- Build an animal home with natural materials.
- Explain the difference between carnivores, herbivores and omnivores.
- When working scientifically, pupils who are secure will be able to:

Carry out online research to find answers to questions.

- Measure length in centimetres.
- Suggest how to carry out a waterproof test.
- Begin to recognise if a test is fair.
- Use data to answer questions.
- Recognise patterns in data.
- Group birds according to their diet.

KEY LANGUAGE AND VOCABULARY:

amphibian

bird

carnivore

compare

diet

difference

fish

group

herbivore

mammal

material

object

omnivore

pattern

reptile

season

similarity

trunk

waterproof

weather

KNOWLEDGE AND FACT SHEET

KEY QUESTIONS:

1. **Do taller trees have wider trunks? Is this true, how do we know?**
2. **How do different woodland animals differ?**
3. **How do animal footprints differ? What does this tell us about the animal?**
4. **What would an animal want in their home?**
5. **Are birds carnivores, herbivores or omnivores? How do we know?**

KEY SKILLS AND KNOWLEDGE

<u>Knowledge</u>

<u>Plants</u>

- The basic structure, including leaves, flowers (blossom), fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees. How plants grow and change over time.

<u>Animals, including humans</u>

- A variety of common animals (including fish, amphibians, reptiles, birds and mammals). The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell). The diets of carnivores, herbivores and omnivores and give examples.

<u>Everyday materials</u>

- A variety of everyday materials, including wood, plastic, glass, metal, water and rock. Property refers to how a material can be described. The physical properties of a variety of everyday materials.

Seasonal changes

- The name and order of the four seasons: spring, summer, autumn and winter. The weather associated with the four seasons and how it changes (in the UK).

Science in action

- To know about a range of jobs and careers that use scientific knowledge and methods.

Skills

Posing questions

- Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions.

Planning

- Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable.

Predicting

- Suggesting what might happen, often justifying with personal experience.

Observing (qualitative data)

- Using their senses to describe, in simple terms, what they notice or what has changed.

Measuring (quantitative data)

- Beginning to use standard units and read simple scales to measure and compare. Beginning to use simple measuring equipment to make approximate measurements.

Researching

- Gathering specific information from one simplified, specified source.

Recording (tables)

- Using a prepared table to record results including:
- numbers; simple observations.

Grouping and classifying

- Grouping based on visible characteristics.
- Analysing and drawing conclusions

Using their results to answer simple questions

- Beginning to recognise when results or observations do not match their predictions.

ENRICHMENT: **Children will go out into the woods and also the surrounding grounds of the school to find out answers to the questions they are posed.** **They will work in groups to discover the information they need.**	**Previous Learning:** **The children have explored plants and flowers, naming the different parts and observing how seeds and bulbs grow.** **Future Learning:** **The children in Year 1 will go on to investigate the different materials they would use when designing a product.** **The children in Year 2 will start their KS2 Science by starting to investigate magnets.**
School Drivers to Examine **Children will look at:** - Care of the Environment = how can we help the animals and plants in our own locality to live a better life?	