



Switched on Science Year 2

Autumn 1 - Unit 1 - Healthy Me

**** In each section there are a range of activities to choose from. Those here are only suggested. Not all activities have to be completed and some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Body and mind	Animals, including humans	What makes me happy?	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Asking simple questions
2	Body and mind	Animals, including humans	How do we like to keep fit? Helping our bodies How does it help me?	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Using observations and ideas to suggest answers to questions
3	Body and mind	Animals, including humans	Keeping fit challenge	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Using observations and ideas to suggest answers to questions
4	Cycling	Animals, including humans	Safe cyclists Ouch! Design, make and test a helmet	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Performing simple tests. Using observations and ideas to suggest answers to questions
5	Favourite snack	Animals, including humans	An apple a day keeps the doctor away Sorting snacks	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Identifying and classifying
6	Coughs and sneezes	Animals, including humans	Spraying germs Snot trail Healthy me certificate celebration	Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene	Performing simple tests

Autumn 2 - Unit 2 – Materials Monster

**** In each section there are a range of activities to choose from. Those here are only suggested. Not all activities have to be completed and some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Meet the Materials Monster	Uses of everyday materials	Feeding time Sorting for Materials Monster	Identify and compare the suitability of a variety of everyday materials for particular uses	Identifying and classifying
2	Meet the Materials Monster	Uses of everyday materials	Talk to Materials Monster Under the microscope	Identify and compare the suitability of a variety of everyday materials for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Identifying and classifying Observing closely using simple equipment
3	Meet the Materials Monster	Uses of everyday materials	Research a material	Identify and compare the suitability of a variety of everyday materials for particular uses	Asking simple questions and recognising that they can be answered in different ways
4	Meet the Materials Monster	Uses of everyday materials	Taking Materials Monster outside Materials Monster in the environment	Identify and compare the suitability of a variety of everyday materials for particular uses	Gathering and recording data to help in answering questions
5	Meet the Materials Monster	Uses of everyday materials	On the way to school I saw... Where did the object come from? Take the Materials Monster home	Identify and compare the suitability of a variety of everyday materials for particular uses.	Gathering and recording data to help in answering questions
6	Meet the Materials Monster	Uses of everyday materials	Materials Monster challenge Silly Materials Monster book Make your own Materials Monster	Identify and compare the suitability of a variety of everyday materials for particular uses	Using their observations and ideas

Spring 1 - Unit 3 - Mini Worlds

**** In each section there are a range of activities to choose from. Those here are only suggested. Not all activities have to be completed and some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Making observations	Uses of everyday materials	Materials	Identify and compare the suitability of a variety of everyday materials for particular uses Identify and compare the suitability of a variety of everyday materials for particular uses	Observing closely using simple equipment
2	Making observations	Uses of everyday materials	Ourselves	Identify and compare the suitability of a variety of everyday materials for particular uses	Observing closely using simple equipment. Gathering and recording data to help answer questions
3	Close up on nature	Uses of everyday materials	Materials	Identify and compare the suitability of a variety of everyday materials for particular uses	Gathering and recording data to help answer questions
4	Close up on nature	Uses of everyday materials	Food Bath time	Identify and compare the suitability of a variety of everyday materials for particular uses	Using observations and ideas to suggest answers to questions
5	Living things	Living things and their habitats	Prove it! Living or not? Sort it Explore! My Pet Stone	Explore and compare the differences between things that are living, dead and things that have never been alive	Identifying and classifying Using observations and ideas to suggest answers to questions.
6	Habitats and food chains	Living things and their habitats	Find a micro-habitat Unsuitable habitats Food chain pairs	To describe how different habitats provide for the basic needs of different kinds of animals and plants. To use the idea of a simple food chain	Identifying and classifying Gathering and recording data to help in answering questions.

Spring 2 – Unit 3 – Move it

**** In each section there are a range of activities to choose from. Those here are only suggested. Not all activities have to be completed and some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Making movements	Uses of everyday materials	Flying fish Flying mouse	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Performing simple tests. Identifying and classifying. Using observations and ideas to suggest answers to questions
2	Making movements	Uses of everyday materials	Straw rocket Flying marshmallows	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Performing simple tests. Gathering and recording data to help in answering questions
3	Making movements	Uses of everyday materials	Scooters	Using a force to make something move	Using observations and ideas to suggest answers to questions
4	Making movements	Uses of everyday materials	Sparkly challenge box	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Asking simple questions and recognising that they can be answered in different ways
5	Making movements	Uses of everyday materials	Squash me, bend me, twist me, stretch me. At home Silly suggestions	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Observing closely. Using observations and ideas to suggest answers to questions
6	Making movements	Uses of everyday materials	Push pull model Moving precious cargo	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Using observations and ideas to suggest answers to questions

Summer 1 – Unit 5 Young Gardeners

**** In each section there are a range of activities to choose from, not all activities have to be completed, some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Planting masterclass	Plants	Grow your own What do seeds need for germination?	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Performing simple tests Gathering and recording data to help answer questions
2	Planting masterclass	Plants	Make newspaper plant pots How do seeds grow?	Observe and describe how seeds and bulbs grow into mature plants. Identify and compare the suitability of a variety of everyday materials for particular uses	Observing closely, using simple equipment. Gathering and recording data to help in answering questions
3	Planting masterclass	Plants	Seed packets Oh dear, I have lost the seed packet!	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help answer questions
4	Planting masterclass	Plants	Grow a salad Sunflower competition	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Observing closely, using simple equipment. Gathering and recording data to help answer questions

5	Planting masterclass	Plants	Grow herbs for a pizza Oh dear – no plant labels Making a cloche Quirky container contest	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions
6	Planting masterclass	Plants	Solve the puzzle Wonderfully weird plants How does gardening make us feel? Plant calendar Flower arranging	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Using observations and ideas

Summer 2 – Unit 6 – Little Masterchef

**** In each section there are a range of activities to choose from, not all activities have to be completed, some could be part of an exploration area / table.**

Week	Unit	National Curriculum strand	Activity Title	Subject knowledge Learning outcomes	Working scientifically learning outcomes
1	Become a masterchef	Animals including humans	What is a masterchef? Health and safety Make and wear a chef's hat.	To describe the importance of hygiene	Using observations and ideas
2	Become a masterchef	Animals including humans	Getting to know... Sort the shopping-keeping food fresh and safe	To describe the importance of hygiene. To identify and compare the suitability of a variety of everyday materials for particular purposes	Observing closely Identifying and classifying Using observations and ideas to suggest answers to questions
3	Let's get cooking!	Animals including humans	Design, prepare and cook a vegetable 'Pizza-licious!' Mixed leaf salad Design your own salad	To describe the importance of humans eating the right amounts of different types of food, and hygiene	Observing closely Using observations and ideas to suggest answers to questions
4	Let's get cooking! Become a masterchef	Animals including humans	Carrot and courgette muffins	To describe the importance of humans eating the right amounts of different types of food, and hygiene	Observing closely Using observations and ideas to suggest answers to questions
5	Let's get cooking! Become a masterchef	Animals including humans	Bread tasting Keeping bread fresh	To describe the importance of humans eating the right amounts of different types of food and hygiene.	Performing simple tests. Gathering and recording data

				To identify and compare the suitability of a variety of everyday materials for particular purposes	to help answer questions
6	Let's get cooking! Become a masterchef	Animals including humans	Design and make a sandwich Fruit choice Plan and have a picnic	To describe the importance of humans eating the right amounts of different types of food, and hygiene	Using observations and ideas to suggest answers to questions