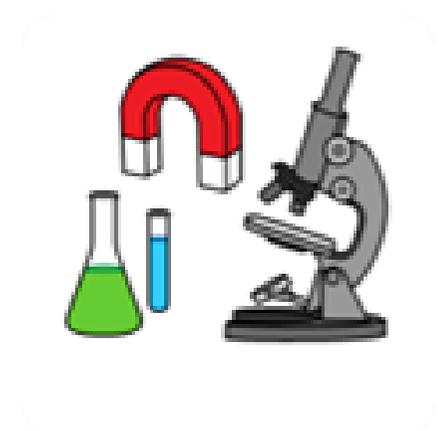


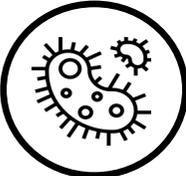
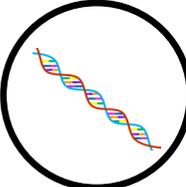
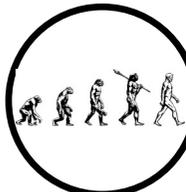


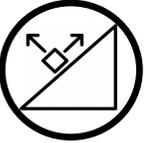
Science Medium Term Planning

Year 2

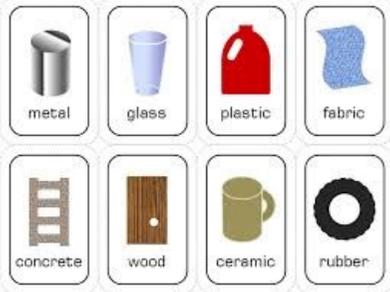
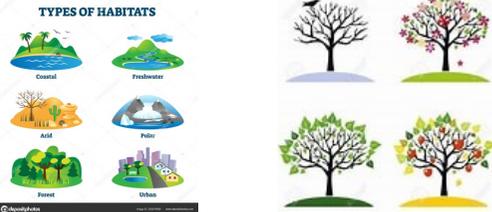
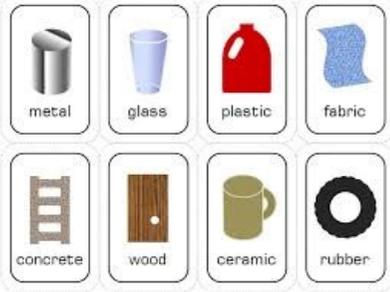


Key Concepts Overview

Key Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Organisms require a supply of energy and materials.</p>  <p>Organisms require a supply of energy and materials.</p> <p>Genetic information</p>  <p>Organisms require a supply of energy and materials.</p> <p>Evolution</p> 	<p>Seasonal Changes</p> <p>To know the four seasons and describe changes in the weather.</p> <p>To describe how tree and plants change through the seasons.</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Plants Habitats Animals 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Plants Habitats Animals 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Plants Habitats Animals 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Plants Habitats Animals Earth and Space 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Plants Habitats Animals
	<p>Animals including humans</p> <p>To name different parts of the body - particularly those associated with the five senses.</p> <p>To name and describe common animals.</p> <p>To describe what food carnivores, herbivores and omnivores might eat.</p>	<p>Animals including humans</p> <p>To explain what humans and animals need to survive and the importance of looking after our bodies - including the need for exercise, eating the right amount of food and hygiene.</p> <p>Notice that animals, including humans, have offspring that grow into adults.</p>	<p>Animals including humans</p> <p>To explain why we need food to keep us alive.</p> <p>To describe the main functions of the skeleton and muscles.</p>	<p>Animals including humans</p> <p>To explain the parts of the digestive system.</p> <p>To know the different types of teeth.</p> <p>To describe a variety of food chains.</p>	<p>Animals including humans</p> <p>To describe how our bodies changes as we age.</p>	<p>Animals including humans</p> <p>To identify the different parts of the circulatory system.</p> <p>To recognise the impact of healthy lifestyles on our body.</p> <p>To describe how nutrients and water are transported around our body.</p>
		<p>Living things and their habitats</p> <p>To know the differences between living, dead and never lived.</p> <p>To describe simple adaptations of animals in relation to their habitats.</p> <p>Create simple food chains.</p>	<p>Living things and their habitats</p> <p>To use classification keys to group living things in a variety of ways.</p> <p>To recognise that environments can change.</p> <p>To identify dangers to living things.</p>	<p>Living things and their habitats</p> <p>To describe the life cycles of different animal groups.</p> <p>To describe how some animals and plants reproduce.</p>	<p>Living things and their habitats</p> <p>To classify plants and animals and give reasons for their choices based on characteristics.</p>	
	<p>Plants</p> <p>To name and describe the simple features of common plants and trees.</p> <p>To name and describe the different parts of flowers and trees.</p>	<p>Plants</p> <p>To know what plants need to grow and stay healthy.</p>	<p>Plants</p> <p>To know the job of each part of the flower in the life cycle of a plant.</p> <p>To know what different plants need to live and grow.</p> <p>To describe how water is transported through a plant.</p>			
						<p>Evolution and inheritance</p> <p>To explain that the kind of things on Earth now are different to millions of years ago.</p> <p>Give examples of how living things have adapted.</p> <p>Explain how living things produce offspring which is similar but not identical.</p>

Key Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Energy 			Light To describe some sources of light. To notice that light can be reflected from surfaces. To describe some simple properties of light including shadows.			Light To explain how light travels and how we see objects. To describe why we see shadows.
				Sound To recognise sound is made by vibrations and describe how the size of these effect pitch and volume.		
			Electricity To construct, draw, label and make predictions about simple circuits. To know some good conductors and insulators. To identify some common appliances that run on electricity.		Electricity To explain the effect of the number of cells on lights and buzzers in a circuit. To give reasons for variations in how different elements of a circuit function.	
Forces 			Forces and Magnets To understand the effect of friction and contact forces. To describe magnetic and non-magnetic materials. To describe a magnetic force.		Forces I understand the force of gravity. I can identify the effects of air resistance. I can use simple mechanisms.	
Materials  States of Matter 	Materials To name and describe a variety of materials and their properties. To group materials based on their properties.	Materials To describe the properties and suitability of everyday materials.	Materials (rocks) To group rocks according to simple properties. To know how rocks and fossils are formed. To know what soil is made from.	States of matter To recognise the three common states of matter and understand how some materials can change state. To identify the part played by condensation and evaporation in the water cycle.	Materials To explain how to combine or separate mixtures and solutions. To understand reversible and irreversible changes. To compare and group materials based on more complex properties—including hardness, solubility, transparency, conductivity and response to magnets	
The Earth in relation to the universe  The Earth spins on its axis					Earth and Space To describe the movement of Earth, moon and sun and their relationship to each other and other planets.	

Year 2 Science—Yearly Overview

Autumn	Spring	Summer
<p>What is in your habitat?</p>  <p>TYPES OF HABITATS</p> <p>Coastal Freshwater</p> <p>Arid Polar</p> <p>Forest Urban</p>	<p>Materials: Shaping up</p>  <p>metal glass plastic fabric</p> <p>concrete wood ceramic rubber</p>	<p>Growing Up</p>  <p>Downloaded from Dreamstime.com</p>
<p>Our Changing World</p> 	<p>The apprentice gardener</p> 	<p>What is in your habitat?</p> <p>Our Changing World</p>  <p>TYPES OF HABITATS</p> <p>Coastal Freshwater</p> <p>Arid Polar</p> <p>Forest Urban</p>
<p>Materials: Good Choices</p>  <p>metal glass plastic fabric</p> <p>concrete wood ceramic rubber</p>	<p>What is in your habitat?</p>  <p>TYPES OF HABITATS</p> <p>Coastal Freshwater</p> <p>Arid Polar</p> <p>Forest Urban</p>	<p>Take Care</p>  <p>TAKE CARE OF YOURSELF</p>

Autumn Term

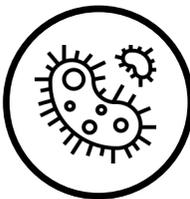
What is in your Habitat?

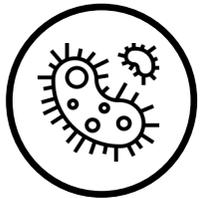
Our Changing World

Biology

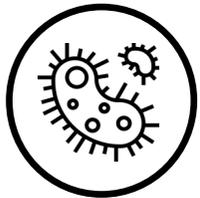


<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can pupils name and describe common animals?' • Can pupil suggest where an animal might live? 										
<i>End Points</i>	<ul style="list-style-type: none"> • To know the differences between living, dead and never lived. • To describe simple adaptations of animals in relation to their habitats. • Create simple food chains. 										
<i>Vocabulary</i>	<table border="0"> <tr> <td>living</td> <td>predator</td> </tr> <tr> <td>dead</td> <td>prey</td> </tr> <tr> <td>alive</td> <td>source</td> </tr> <tr> <td>basic needs</td> <td></td> </tr> <tr> <td>food chain</td> <td></td> </tr> </table>	living	predator	dead	prey	alive	source	basic needs		food chain	
living	predator										
dead	prey										
alive	source										
basic needs											
food chain											

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <i>Organisms</i>	Written and oral expression	Lesson 1	OO: I can name different plants and animals and describe how they are suited to different habitats. I can identify whether things are alive, dead or have never lived. LO: I understand what makes up a range of different habitats. WS: I can ask questions about what I notice. I can observe closely.	Identifying and Classifying	Rock Dead leaf Something living - beetle, spider, woodlouse Nets - to hold anything they find. IPad
		OCW—Lesson 1	OO: I can name different plants and animals and describe how they are suited to different habitats LO: I can identify the animals and plants that live in particular habitats. WS: I can ask questions about what I notice. I can observe closely.	Identifying and Classifying	Pots Magnifying glasses IPad

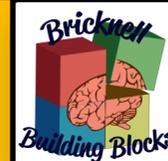


Organisms

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Organisms</p>	Similarity and Difference	OCW - Lesson 2	OO: I can name different plants and animals and describe how they are suited to different habitats LO: I can describe how a habitat might change throughout the year. WS: I notice patterns. I can gather and record data to help me answer questions.	Pattern seeking	Pots Magnifying glasses IPad
	Written and oral expression	Lesson 2	OO: I can describe how animals get their food from plants and other animals, using the idea of a simple food chain to describe this relationship LO: I can describe how animals obtain their food from plants and other animals. I can create a simple food chain. WS: I can observe closely. I can gather and record data to help me answer questions.	Research	'The Gruffalo' by Julia Donaldson Any other picture books including a feeding relationship - 'Pond Circle', 'This is the Sea that Feeds Us', 'Butternut Hollow Pond', Trout are Made of Trees', 'Sparrow Girl'
		OCW - Lesson 3	OO: I can describe how animals get their food from plants and other animals, using the idea of a simple food chain to describe this relationship. LO: I can describe how animals depend on each other. WS: I can find things out using secondary sources of information	Research	Information about predators relevant to the habitats the children have studied.
	Similarity and Difference	Lesson 3	OO : I can describe how animals get their food from plants and other animals, using the idea of a simple food chain to describe this relationship LO: I can describe how livings are suited to live in different habitats. WS: I can group and classify things	Identifying and Classifying	'The Oak Tree' - Big Cat Book

Materials: Good Choices

Chemistry



<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can pupils name a variety of materials? • Can pupils describe a variety of materials? • Can pupils sort a variety of materials based on their properties?
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<i>End Points</i>	<ul style="list-style-type: none"> • To describe the properties and suitability of everyday materials.
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<i>Vocabulary</i>	<table style="width: 100%;"> <tr> <td style="width: 50%;">waterproof</td> <td>shape</td> </tr> <tr> <td>absorbent</td> <td>stretchy</td> </tr> <tr> <td>opaque</td> <td>stiff</td> </tr> <tr> <td>transparent</td> <td>dull</td> </tr> <tr> <td>fabric</td> <td>shiny</td> </tr> </table>	waterproof	shape	absorbent	stretchy	opaque	stiff	transparent	dull	fabric	shiny
waterproof	shape										
absorbent	stretchy										
opaque	stiff										
transparent	dull										
fabric	shiny										

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
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 <i>Materials</i>	<i>Similarity and Difference</i>	Lesson 1	OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: I can describe and compare the features of a range of everyday materials. WS: I can group and classify things	Identifying and Classifying	Feely bag - groups of objects made of the same materials Metal - spoon, paper clip, scissors, spring, necklace Plastic - bag, ruler, cup Wood - stick, spoon, dice Hoops to sort
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	<i>Written and oral expression</i>	Lesson 3	OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: I can identify appropriate uses for materials. WS: I can ask questions about what I notice.	Identifying and Classifying	Paper clips Samples of 6 different materials
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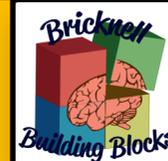
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p><i>Materials</i></p>	Responsibility	Lesson 4	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can identify 'hardwearing' materials for a specific purpose.</p> <p>WS: I can use different types of Scientific enquiry to gather and record data, using simple equipment</p> <p>I can carry out simple comparative tests</p>	Carrying out simple comparative and fair tests	<p>Samples of fabric - cotton, denim, fleece, jersey, silk, wool</p> <p>Rough outdoor surface - for fabric testing</p> <p>A large stone for each group</p> <p>Elastic bands</p> <p>String</p>
		Lesson 5	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can identify which materials let the least and most light through.</p> <p>WS: I can use different types of Scientific enquiry to gather and record data, using simple equipment</p> <p>I can carry out simple comparative tests</p>	Carrying out simple comparative and fair tests	<p>Photocopy box</p> <p>Small teddy bear</p> <p>Selection of fabrics to test - net curtain, silk, velvet, cotton, acetate</p>
		Lesson 6	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can identify appropriate materials to make a teabag.</p> <p>WS: I can use different types of Scientific enquiry to gather and record data, using simple equipment</p> <p>I can carry out simple comparative tests</p> <p>I can gather and record data to help me answer questions.</p>	Carrying out simple comparative and fair tests	<p>Beakers</p> <p>Warm water</p> <p>Tea leaves</p> <p>Materials—as used in previous lessons</p> <p>Paper</p> <p>Teaspoons</p> <p>Pipettes</p> <p>Rubber bands</p> <p>Pegs</p> <p>Magnifying glasses</p> <p>Timer</p>

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p><i>Materials</i></p>	<i>Responsibility</i>	Lesson 7	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can identify suitable materials to make a ball bounce.</p> <p>WS: I can use different types of Scientific enquiry to gather and record data, using simple equipment</p> <p>I can carry out simple comparative tests</p>	Carrying out simple comparative and fair tests	<p>Selection of balls—used for different sports</p> <p>Blocks that link together</p> <p>Metre sticks</p> <p>Squared paper</p>

Spring Term

Materials: Shaping up!

Chemistry



<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can pupils name a variety of materials? • Can pupils describe a variety of materials? • Can pupils sort a variety of materials based on their properties?
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<i>End Points</i>	<ul style="list-style-type: none"> • To describe the properties and suitability of everyday materials. • To understand that some materials can change shape.
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<i>Vocabulary</i>	<table style="width: 100%;"> <tr> <td>waterproof</td> <td>shape</td> </tr> <tr> <td>absorbent</td> <td>stretchy</td> </tr> <tr> <td>opaque</td> <td>stiff</td> </tr> <tr> <td>transparent</td> <td>dull</td> </tr> <tr> <td>fabric</td> <td>shiny</td> </tr> </table>	waterproof	shape	absorbent	stretchy	opaque	stiff	transparent	dull	fabric	shiny
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opaque	stiff										
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Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
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 Materials	Written and oral expression	Lesson 1	OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: I understand that some materials can changes shape through a range of actions. WS: I can gather and record data to help me answer questions.	Identifying and Classifying	Modelling clay iPad Pre-prepared action device Pre-prepared body parts dice
		Lesson 2	OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. LO: I understand that some materials can changes shape through a range of actions. WS:I can gather and record data to help me answer questions.	Identifying and Classifying	Sticky notes Range of materials iPad Table to record results Hoops

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p><i>Materials</i></p>	Responsibility	Lesson 3	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can describe properties of materials.</p> <p>WS: I can carry out simple comparative tests.</p> <p>I can gather and record data to help me answer questions.</p>	Carrying out simple comparative and fair tests	Materials - rubber, stretchy fabric, modelling clay, string, wooden blocks, sponge, strips of metal, rocks, knitted fabric, thin wooden dowel, metal wire
	Written and oral expression	Lesson 4	<p>OO: I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>LO: I can identify suitable uses for a range of different materials.</p> <p>WS: I communicate my ideas about what I do and what I find out in a variety of ways .</p>	Identifying and Classifying	Materials - blocks of wood, thin wooden dowel, springs, coins, paper clips, foil, rubber bands, string, modelling clay.

The apprentice gardener

Biology



Prior Learning

- Can pupils name and describe common plants and trees?
- Can pupils name and describe the different parts of common plants and trees?

End Points

- To know what plants need to grow and stay healthy.

Vocabulary

seedlings	nutrients
shoot	soil
bud	water
germination	sunlight
reproduction	

Key Concept

**Second
Order
Concepts**

**Lesson
Sequence**

Learning Objectives

Enquiry Type

Resources

**Similarity and
Difference**

Lesson 1

OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants.
LO: I can describe and identify a range of seeds.
WS: I can group and classify things .

Identifying and classifying

Sets of 8 different seeds
Sets of 6 different bean seeds
Sticky tape

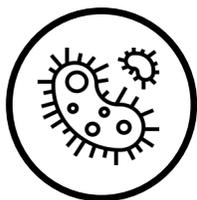
Significance

Lesson 2

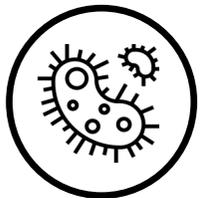
OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants.
LO: I can ask questions about seeds and growing plants.
WS: I can find things out using secondary sources of information

Observation over time

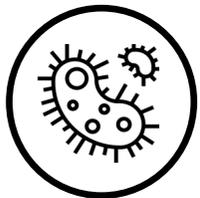
Plastic bags
Plastic bottles
Paper towels
Selection of seeds
Sticky notes
Bulbs
jars

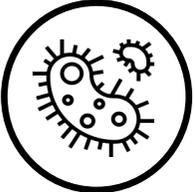


Organisms



Organisms

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Organisms</p>	Responsibility	Lesson 3	<p>OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants.</p> <p>LO: I understand how to plant seeds.</p> <p>WS: I can carry out simple comparative tests</p>	Carrying out simple comparative and fair tests	<p>Bean seeds</p> <p>Small pots</p> <p>Plastic bottles</p> <p>Compost</p>
	Written and oral expression	Lesson 4	<p>OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants.</p> <p>I can describe the basic needs of plants for survival and the impact of changing these.</p> <p>LO: I can describe what happens to a seed as it grows.</p> <p>WS: I can gather and record data to help me answer questions.</p> <p>I can observe changes over time .</p>	<p>Carrying out simple comparative and fair tests</p> <p>Observation over time</p>	<p>Seed diaries</p> <p>Measuring jugs or cylinders</p>
	Similarity and Difference	Lesson 5	<p>OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants.</p> <p>LO: I can identify patterns between the size of seeds and the height of the plant that it grows into.</p> <p>WS: I notice patterns .</p>	Pattern seeking	<p>Bar graph template</p> <p>Strips of string</p> <p>Metre sticks</p> <p>Sets of seeds</p>
	Written and oral expression	Lesson 6	<p>OO: I can describe the basic needs of plants for survival and the impact of changing these.</p> <p>LO: I can compare a healthy and an unhealthy plant.</p> <p>WS: I can gather and record data to help me answer questions.</p> <p>I can observe changes over time.</p>	Observation over time	<p>One healthy plant</p> <p>Some unhealthy plants</p>

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Organisms</p>	Continuity and change	Lesson 7	OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants. LO: I can make observations and describe germinating seeds. WS: I can observe changes over time.	Observation over time	Resources from lesson 2 Seed diaries Magnifying glasses Modelling clay
	Written and oral expression	Lesson 8	OO: I can observe and describe the main changes as seeds and bulbs grow into mature plants. LO: I can reflect on the growth of my own seeds. WS: I can gather and record data to help me answer questions. I can carry out simple comparative tests . I communicate my ideas about what I do and what I find out in a variety of ways .	Carrying out simple comparative and fair tests	Resources from lesson 3 Bean diaries Highlighter pens

Summer Term

Growing Up!

Biology

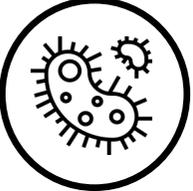


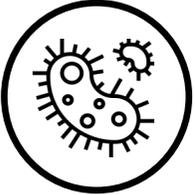
<i>Prior Learning</i>	<ul style="list-style-type: none"> Can pupils name different parts of the body? Can pupils name the five senses?
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<i>End Points</i>	<ul style="list-style-type: none"> To explain what humans and animals need to survive and the importance of looking after our bodies. Notice that animals, including humans, have offspring that grow into adults.
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<i>Vocabulary</i>	<table border="0"> <tr> <td>habitat</td> <td>growth</td> </tr> <tr> <td>offspring</td> <td>hygiene</td> </tr> <tr> <td>adult</td> <td>air</td> </tr> <tr> <td>exercise</td> <td>water</td> </tr> <tr> <td>nutrition</td> <td></td> </tr> </table>	habitat	growth	offspring	hygiene	adult	air	exercise	water	nutrition	
habitat	growth										
offspring	hygiene										
adult	air										
exercise	water										
nutrition											

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
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 <i>Organisms</i>	Similarity and Difference	Lesson 1	OO: I can describe the basic needs of animals for survival and the main changes as young animals (including humans) grow into adults LO: I can identify the needs of a baby. WS: I can group and classify things .	Identifying and classifying	Baby doll Large sheets of paper Sticky notes
	Significance	Lesson 2	OO: Notice that animals, including humans, have offspring that grow into adults. LO: I can describe the changes as a baby grows into a child. WS: I can find things out using secondary sources of information	Observation over time	A3 paper
	Significance	Lesson 3	OO: Notice that animals, including humans, have offspring that grow into adults. LO: I can describe the changes of human life. WS: I can find things out using secondary sources of information	Research	Sticky notes

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Organisms</p>	Responsibility	Lesson 4	OO: Notice that animals, including humans, have offspring that grow into adults. LO: I can find and describe patterns during an investigation. WS: I can use different types of Scientific enquiry to gather and record data, using simple equipment . I notice patterns.	Pattern seeking	Cardboard hats Tape measures Small coloured sticks Lengths of string
	Continuity and Change	OCW - Lesson 4	OO: Notice that animals, including humans, have offspring that grow into adults. LO: I can describe how one particular animal changes over time. WS: I can observe changes over time	Observation over time	Pictures of animals at different stages of life Caterpillars or chicks could be an option

Take Care

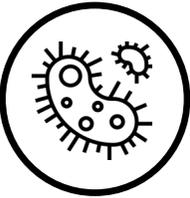
Biology

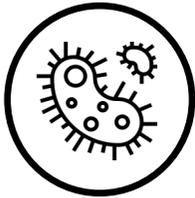


<i>Prior Learning</i>	<ul style="list-style-type: none"> Can pupils name different parts of the body? Can pupils name the five senses?
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<i>End Points</i>	<ul style="list-style-type: none"> To explain what humans and animals need to survive and the importance of looking after our bodies - including the need for exercise, eating the right amount of food and hygiene.
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<i>Vocabulary</i>	<table style="width: 100%;"> <tr> <td style="width: 50%;">habitat</td> <td style="width: 50%;">growth</td> </tr> <tr> <td>offspring</td> <td>hygiene</td> </tr> <tr> <td>adult</td> <td>air</td> </tr> <tr> <td>exercise</td> <td>water</td> </tr> <tr> <td>nutrition</td> <td></td> </tr> </table>	habitat	growth	offspring	hygiene	adult	air	exercise	water	nutrition	
habitat	growth										
offspring	hygiene										
adult	air										
exercise	water										
nutrition											

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 Organisms	Similarity and Difference	Lesson 1	OO: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. LO: I can describe what I need to stay safe and healthy. WS: I can group and classify things	Identifying and classifying	Hoops
		Lesson 2	OO: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. LO: I can plan a healthy meal. WS: I can group and classify things . I can gather and record data to help me answer questions.	Identifying and classifying	N/A
	Significance	Lesson 3	OO: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. LO: I understand why exercise is so important for humans. WS: I can find things out using secondary sources of information I communicate my ideas about what I do and what I find out in a variety of ways	Research	iPad A3 paper

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives	Enquiry Type	Resources
 <p>Organisms</p>	<i>Significance</i>	Lesson 4	<p>OO: I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>LO: I understand the importance of keeping our bodies clean.</p> <p>WS: I can find things out using secondary sources of information .</p> <p>I communicate my ideas about what I do and what I find out in a variety of ways</p>	Research	A3 paper