

Switched On Science: Stage 2 (Embedding and Deepening) Rolling Programme (Sensory Pathway)

<p>Stage Two Classes: P3, p2a, P3a, Ce2</p> <p>SOS Teachers book 2 with lessons</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>2024-2025</p>	<p>Year 2 topic 1- Healthy me This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <div style="background-color: red; color: black; padding: 5px;"> <p>food types (examples – meat, fish, vegetables, bread, rice, pasta), wash, clean, toilet, fat, thin, exercise,</p> </div> <div style="background-color: yellow; padding: 5px;"> <p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fa</p> </div> <div style="background-color: green; padding: 5px;"> <p>t, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p> </div>	<p>Year 2 topic 2- Materials monster This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div style="background-color: red; color: black; padding: 5px;"> <p>Object names, hard, soft,</p> </div> <div style="background-color: yellow; padding: 5px;"> <p>material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, stretchy, stiff, bendy, floppy,</p> </div> <div style="background-color: green; padding: 5px;"> <p>waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through, opaque</p> </div>	<p>Year 2 topic 3 Squash, bend, twist and stretch In this unit, children explore how the shapes of objects can be changed by squashing, bending, twisting and stretching. In doing this they raise questions, perform simple tests, and gather and record data</p> <p>This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <div style="background-color: red; color: black; padding: 5px;"> <p>Shape, push/pushing pull/puling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p> </div> <div style="background-color: yellow; padding: 5px;"> <p>material, wood, plastic, glass, metal, water, rock, brick,</p> </div>

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			<p>paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, stretchy, stiff, bendy, floppy,</p> <p>transparent and translucent,</p> <p>reflective, nonreflective, flexible, rigid</p>
2025-2026	<p>Year 2 topic 4 Our local environment</p> <p>This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food 	<p>Year 2 topic 5 Young gardener</p> <p>This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> • 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. <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area</p> <p>light, shade, sun, warm, cool, water, grow, healthy</p> <p>Photosynthesis, pollen,</p>	<p>Year 2 topic 6 Master chef</p> <p>This topic covers the following learning objectives:</p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of humans for survival (water, food and air). • Describe the importance for humans of eating the right amounts of different types of food, and hygiene. • Observe and describe how seeds and bulbs grow into mature plants. 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>Reinforce previous vocab: plus: food types (examples – meat, fish, vegetables, bread, rice, pasta), wash, clean, toilet, fat, thin, exercise,</p>

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	<p>chain, and identify and name different sources of food</p> <p>food, shelter, move, feed Names of local habitats e.g. pond, woodland etc. Names of micro-habitats e.g. under logs, in bushes etc.</p> <p>Living, dead, never been alive, basic needs, food chain</p> <p>suited, suitable, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	<p>insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat</p> <p>t, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p>
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