



## Medium-Term Planning Focus subject - Science



<b>Year and Term:</b>	Year 2/3 - Autumn Term 1
<b>Teacher:</b>	Miss Swan
<b>Science Unit:</b>	Sources of Light, Plants
<b><u>National Curriculum Objectives Addressed for Science:</u></b> Objectives to be covered from time missed due to Covid-19. (Y1) I can explain changes through autumn, winter, spring and summer. I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees.	
<b><u>Key Science Skills (to be covered throughout the year):</u></b> I can ask questions and know they can be answered in different ways, including use of scientific language. I can look closely, using equipment, including changes over time. I can carry out simple comparative tests. I can identify, group and classify. I can use my observations and ideas to suggest answers to questions, noticing similarities, differences and patterns. I can collect and record data to help answer questions, including from secondary sources of information.	
<b><u>Key Science Vocabulary:</u></b> light dark bright sun day night season Winter Autumn Spring Summer see ray torch shadow source reflect artificial natural candles fire  plant garden wild seeds features function grow conditions change evergreen deciduous	
<b>Can I...?</b>	<b>Activities</b>

Lesson 1	<p><b>Can I explore and investigate different light sources?</b></p> <p><b>Can I identify dark places and explain why they are dark?</b></p>	<p>Recap prior learning – sources of light, natural and artificial</p> <p>Share story ‘The Owl Who Was Afraid of the Dark’.</p> <p>Group activity – Which light sources, would be best for Plop the owl?</p> <p>Y1 - Paired activity – Draw and label dark places.</p> <p>Y2 - Describe a dark place – writing challenge.</p>
Lesson 2	<p><b>Can I identify the main source of light for the earth?</b></p> <p><b>Can I describe the similarities and differences between the four seasons?</b></p>	<p>Light sources. Odd one out. Think, pair, share. Discuss.</p> <p>The Sun – discuss the main source of light for the earth.</p> <p>Link to seasonal changes.</p> <p>Y1 – Draw pictures for each of the four seasons. Add adjectives to describe each season.</p> <p>Y2 – Children to draw and write a description of each of the four seasons.</p>
Lesson 3	<p><b>Can I identify and describe garden plants.</b></p> <p><b>Can I identify and describe wild plants.</b></p>	<p><b>Share PowerPoint and discuss.</b></p> <p><b>Children to sort</b> a variety of common garden plants. Children will identify some of their features, and consider why they are appealing to people, e.g. easy to grow, or attracts insects.</p> <p><b>Share PowerPoint and discuss.</b></p> <p>Children will identify some wild plants, and begin to consider how their seeds — which they grew from — came to be there. They will then sort, match and describe some wild plants.</p>
Lesson 4	<p><b>Can I identify and describe a range of trees?</b></p>	<p>Children will identify and name trees, then learn some differences between deciduous and evergreen trees. They may then either sort trees into groups and go tree hunting.</p> <p>Children will identify trees in the school vicinity.</p> <ul style="list-style-type: none"> <li>• Can the children use the terms ‘evergreen’ and ‘deciduous’?</li> </ul>
Lesson 5	<p><b>Can I identify the different parts and functions of a plant?</b></p>	<p>Children will identify the main parts of a variety of plants and describe their functions. They will then examine plants and identify features. Children will draw and label plant diagrams.</p> <ul style="list-style-type: none"> <li>• Can the children identify similarities and differences between the parts of different plants?</li> </ul>

Lesson 6	<b>To make observations of growing plants.</b>	Children will identify ways in which plants change over time. They will study and describe plants they have grown themselves and identify ways in which plants around school have changed over time. <ul style="list-style-type: none"><li>• Can children describe and make observations about how plants change?</li></ul>
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