



Fen Ditton C. P. School



Science Coverage for Years 2 and 3 2019 2020

2 hour sessions each week.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
Week 1	What are the similarities and differences between deciduous and evergreen trees?	Think of some ways to categorise plants.	What are the similarities and differences in the growth of seeds and bulbs?	Through experiment tables set up at throughout the year: Experiment with pushing objects gently and hard. Record and explain what happens. Experiment with a slope and record how this changes the speed at which an object rolls. Compare the movement of remote control cars and a helicopter drone. Explain the differences in movement.
Week 2	Point out explain the main differences between birds, fish, amphibians, reptiles, mammals, and invertebrates.	Taking a selection of (real) different flowering plants, what are the structural features? (apply)	How could you try to revive these plants? (apply) [Give pupils a dried out plant, one that has been in the fridge, one that has been kept in the dark etc..]	
Week 3	Show how carnivores, herbivores and omnivores are similar and different.	Compare and contrast mammals with amphibians.	Explain why the sense of touch may be important to a blind person.	
Week 4	Explain the main differences between adult animals and humans and their offspring. Present similarities and differences between parents and their children.	Compare the types of food that different animals require.	Categorise food types and explain why each group is important to humans.	
Week 5	Organise things of your choice into groups: living, dead and never been alive.	Categorise animals/plants according to the conditions they require.	Explain why a habitat for a plant or animal is suitable.	

			Explain the differences in a food chain for a herbivore and a carnivore.	
Week 6	Explain how a bottle is made from sand.	Choose some objects and explain how they were made from their original material. Decide how to group the materials on the basis of their properties. Explain your reasons for your groups. Groups based on the materials they are made from. Explain your groupings.	Explain why the properties of materials are useful for deciding which materials to use for an object. Give example. Compare and contrast the different properties of materials and use this to explain why certain materials are used for particular purposes. Experiment with changing the shape of solid objects. Organise and summarise your findings.	
Week 7	Experiment with ways to block light from reaching our eyes. Point out how this demonstrates that light travels from a source to our eyes.	Show how you might know (apply) roughly what time it is in a day by looking at the position of the sun.	Organise images or objects from each season into categories. Explain your categories.	

<p>Week 8</p>	<p>Categorise sounds.</p> <p>Compare and contrast sounds based on your own criteria. (choose)</p>	<p>Compare and contrast weather and day length across the four seasons.</p> <p>Identify patterns in day length across the four seasons.</p>	<p>Explain why habitats for rabbits differ from those of a frog.</p> <p>(Or chose other animals)</p>	
<p>Week 9</p>	<p>Categorise electrical appliances. Explain the reasons for your categories.</p> <p>Compare and contrast some appliances in each of your categories.</p>	<p>Experiment with broken circuits.</p>	<p>List all of the animals you know and describe the differences between them.</p>	
<p>Week 10</p>	<p>Modify a circuit to add components. Experiment with and categorise the effect adding more components has.</p>	<p>List all of the common garden plants and wild plants you know.</p> <p>List all the common deciduous and evergreen trees you know.</p>	<p>Describe a healthy diet for a human.</p>	