**Year 2 (Phase 2/ Key Stage 1)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | **Key vocabulary** | **Ongoing reflection/**  **Modification** |
| **JANUARY** | | | | | | | | | | | |
| **Week 16**  **(03/01/2021-07/01/2021)** | Blended | **Changing materials**  **3.1. Materials changing shape**  (Number of lessons approx. 1) | 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. | Know how the shapes of some materials can be changed by squashing.  Use first-hand experience.  Predict what will happen before deciding what to do.  Make and record observations.  Make comparisons.  Collect evidence by making observations when trying to answer a science question. | Materials in my world from Year 1 | Design and technology, ICT | Refer to teaching ideas in Unit 3 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 3.1 Squashing  **Resources in Activity Book:** Exercise 3.1  **Resources in** **Teacher’s resource:** Worksheet 3.1a, 3.1b.  **Resource sheet:** 3.1  **Practical Activities:** Activity 3.1 from Teaching ideas 3.1 | Learners could be asked to look around at  home and record materials which change  shape when squashed. | Can learners describe how the shapes of  some materials can be changed by  squashing, bending, twisting and/ or  stretching? Worksheet 3.1a is an opportunity  to assess this.  Ask learners to self-assess their work in  Activity 3.1. What did they do well? What  would they like to improve?  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Bend  Change  Shape  Squash |  |
| Blended | **Changing materials**  **3.2. Bending and twisting**  (Number of lessons approx. 1)  **Note:** you may need to make dough in advance of this lesson, if you do not have any stored. | 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. | Know how the shapes of some materials can be changed by bending and twisting.  Use first-hand experience.  Use simple information sources.  Make and record observations. | Materials in my world from Year 1 | Design and technology, ICT | Refer to teaching ideas in Unit 3 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 3.2 Bending and twisting dough  **Resources in Activity Book:** Exercise 3.2  **Resources in** **Teacher’s resource:** Worksheet 3.2a, 3.2b.  **Practical Activities:** Activity 3.2 from Teaching ideas 3.2 | Exercise 3.2 in the Activity Book would make a suitable homework activity. | Can learners describe how the shapes of some materials can be changed by bending and twisting?  Ask learners to self-assess their work in Activity 3.2. What did they do well? What would they like to improve?  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Dough |  |
| **Week 17**  **(10/01/2021-14/01/2021)** | Blended | **Changing materials**  **3.3. Fantastic elastic**  (Number of lessons approx. 1)  **Note:** you will need to tie handles on to the pots or bags in Activity 3.3 before the lesson. | 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. | Know how the shapes of some materials can be changed by stretching.  Collect evidence by making observations when trying to answer a science question.  Use first-hand experience.  Ask questions and suggest ways to answer them.  Talk about risks and how to avoid danger.  Take simple measurements.  Recognise that a test or comparison may be unfair.  Make and record observations. | Materials in my world from Year 1 | Design and technology, ICT | Refer to teaching ideas in Unit 3 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 3.3 Looking at elastic bands  **Resources in Activity Book:** Exercise 3.3  **Resources in** **Teacher’s resource:** Worksheet 3.3a, 3.3b, 3.3c, 3.3d.  **Resource sheet:** 3.3  **Practical Activities:** Activity 3.3 from Teaching ideas 3.3 | Ask the learners to find one thing that an elastic band could be used to do at home.  Exercise 3.3 in the Activity Book would make a suitable homework activity. | Ask learners to work in groups to produce some ‘can-do’ statements for this topic. For example, ‘I can describe how some materials behave when they are stretched.’ They should then decide how much they agree with the statements: agree, not sure, disagree. This will give you a picture of how confident the learners feel with the content of the topic.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Elastic |  |
| **Week 18**  **(17/01/2021-21/01/2021)** | Blended | **Changing materials**  **3.4. Heating and cooling**  (Number of lessons approx. 1-2) | 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. | Explore and describe the way some everyday materials change when they are heated or cooled.  Use first-hand experience.  Make comparisons.  Identify simple patterns and associations. Review and explain what happened.  Collect evidence by making observations when trying to answer a science question.  Use simple information sources. Make and record observations.  Take simple measurements. | Materials in my world from Year 1 | English Language, Literacy, Food technology, ICT. | Refer to teaching ideas in Unit 3 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 3.4 Warming foods  **Resources in Activity Book:** Exercise 3.4  **Resources in** **Teacher’s resource:** Worksheet 3.4a, 3.4b, 3.4c.  **Resource sheet:** 3.4  **Practical Activities:** Activity 3.4 from Teaching ideas 3.4 | Exercise 3.4 in the Activity Book could be completed at home. | Can learners describe the way some everyday materials change when they are heated or cooled? Ask them to talk about times they have seen food change in the kitchen, for example a raw egg fried in a pan or boiled in water. How does the egg change?  Ask learners to self-assess the work they did in Activity 3.4. What did they do well? What would they like to improve?  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Cool  Heat  Hot  Ice |  |
| **Week 19**  **(24/01/2021-28/01/2021)** | Blended | **Changing materials**  **3.5. Why is the sea salty?**  (Number of lessons approx. 1) | 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. | Recognise that some materials can dissolve in water.  Use first-hand experience.  Predict what will happen before deciding what to do.  Recognise that a test or comparison may be unfair.  Make and record observations.  Take simple measurements.  Use a variety of ways to tell others what happened.  Identify simple patterns and associations. | Unit 2 | Literacy, ICT | Refer to teaching ideas in Unit 3 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 3.5 Dissolving materials in water  **Resources in Activity Book:** Exercise 3.5  **Resources in** **Teacher’s resource:** Worksheet 3.5a, 3.5b, 3.5c, 3.5d, 3.5e  **Resource sheet:** 3.5  **Practical Activities:** Activity 3.5 from Teaching ideas 3.5 | Learners can ask friends and family at home if they know about salt dissolving into water and what the salt water can be used for.  Exercise 3.5 in the Activity Book could be completed at home. | Do learners recognize that some materials can dissolve in water? Ask learners to describe what happened in Activity 3.5 above. Can learners talk about materials which will dissolve and ones which will not?  Ask learners to work with others to come up with some simple ‘can-do’ statements for this topic. For example, ‘I can recognize that some materials can dissolve in water,’ ‘I can take simple measurements,’ ‘I can use a variety of ways to tell others what happened.’ Learners should then assess how well they think they meet these statements: not at all, not really, almost there, completely. This will give you an idea of confidence levels with the content of this topic.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Dissolve  Far (test)  Predict |  |
| **JANUARY/ FEBRUARY** | | | | | | | | | | | |
| **Week 20**  **(31/01/2021-04/02/2021)** | Blended | **Growing plants**  **L1: Observing plants** | 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. | To observe closely using simple equipment by recording observations of a variety of plants in the local environment. | It will be helpful if children have previous experience of the basic structure of plants and trees. | Literacy, ICT. | Observing plants lesson pack 1 from **twinkl** (Observing plants)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Give children the opportunity to research their flowers and trees in books or on the internet, finding out what they are called and interesting facts about them. | Self-assessment using the success criteria grid in lesson pack 1  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Roots  Stem  Leaves, Flower  Trunk  Branches  Observation Diagram |  |
| Blended | **Growing plants**  **L2: Seeds and bulbs** | 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. | To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.  To perform simple tests by setting up a comparative test to understand what plants need to germinate and grow. | It will be helpful if children have previous experience in identifying some common garden, wild and edible plants. | Literacy, ICT. | Seeds and bulbs lesson pack 2 from **twinkl** (Seeds and bulbs)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Find out about the fascinating history of the tulip. Did you know there are over 3000 registered varieties? | Self-assessment using the success criteria grid in lesson pack 2  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Seed  Bulb  Germinate Embryo  Stem  Tunic  Scales  Bud  Sprout Compare  Comparative test. |  |
| Blended | **Growing plants**  **L3: Lifecycles** | 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. | To observe and describe how seeds and bulbs grow into mature plants by understanding the life cycle of plants.  To use observations and ideas to suggest answers to questions by giving ways we can tell that plants are living things. | It will be helpful if children have an  understanding of the parts of flowering plants. | Literacy, ICT, Art. | Lifecycles lesson pack 3 from **twinkl** (Lifecycles)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Use ‘The Very Hungry Caterpillar ‘by Eric Carle and this beautiful Activity Pack to explore the life cycle of a butterfly. | Self-assessment using the success criteria grid in lesson pack 3  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Life cycle  Life process Sprout Seedling. |  |
| **Week 21**  **(07/02/2021-11/02/2021)** | Blended | **Growing plants**  **L4: What do plants need?** | 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. | To find out and describe how plants need water, light and a suitable temperature  to grow and stay healthy by comparing  the growth of seedlings under different conditions.  To gather and record data to help in answering questions by measuring the results of a comparative test. | Children will have set up the comparative test in lesson 2. They will have planted seeds and bulbs in lesson 2 and  measured their growth in lesson 3. | Literacy, ICT, Art. | What do plants need lesson pack 4 from **twinkl** (What do plants need?)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Make unusual planters out of recycles materials, for example old boots and shoes. | Self-assessment using the success criteria grid in lesson pack 4  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Comparative test  Compare Prediction  Germinate Grow |  |
| Blended | **Growing plants**  **L5: Plants we eat** | 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. | To find out and describe how plants need water, light and a suitable temperature to  grow and stay healthy by explaining what  conditions plants need to grow well.  To use observations and ideas to suggest  answers to questions by using the results  of tests to suggest good conditions for  growing plants for food. | Children will have planted cress to grow in different temperatures in lesson 4. | Literacy, Mathematics, ICT, Art. | Plants we eat lesson pack 5 from **twinkl** (Plants we eat)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Find out about the different spices that are used in cookery around the world. | Self-assessment using the success criteria grid in lesson pack 5  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Comparative test  Compare Prediction  Germinate Grow |  |
| **Week 22**  **(14/02/2021-18/02/2021)** | Blended | **Growing plants**  **L6: How different plants grow** | 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. | To observe and describe how seeds  and bulbs grow into mature plants by  comparing the growth of seeds and bulbs.  To observe closely, using simple  equipment by measuring and recording  the growth of seeds and bulbs. | Children will have planted a seed and a bulb in lesson 2 and recorded their growth on the Plant Growth Table Activity Sheet in lessons 3, 4 and 5. | Literacy, Mathematics, ICT, Art. | How different plants grow lesson pack 5 from **twinkl** (How different plants grow)  <https://drive.google.com/drive/folders/1YXc_RABgoJ421jiuSdhaHni9JinIvHx2?usp=sharing> | Make and decorate pots for the sunflower and narcissus plants. | Self-assessment using the success criteria grid in lesson pack 6  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Table  Bar chart |  |
| Blended | **Growing plants** | 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. | **Unit test 3+Research activity from Wonderopolis**  <https://wonderopolis.org/wonder/can-plants-grow-without-soil> | | | | | | | |
| **Half Term Break for Students (21/02/2021-23/02/2021)** | | | | | | | | | | | |
| **Week 23**  **(24/02/2021-25/02/2021)** | Blended | **Light and dark**  **4.1. Light sources**  (Number of lessons approx. 2) | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Identify different light sources including the Sun.  Collect evidence by making observations when trying to answer a science question.  Use first-hand experience.  Predict what will happen before deciding what to do.  Talk about risks and how to avoid danger. Make and record observations.  Make comparisons.  Talk about predictions (orally and in text), the outcome and why this happened.  Ask questions and suggest ways to answer them.  Make suggestions for collecting evidence. | N/A | Art, Literacy, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 4.1 Is it a light source?  **Resources in Activity Book:** Exercise 4.1  **Resources in** **Teacher’s resource:** Worksheet 4.1a, 4.1b  **Resource sheet:** 4.1a, 4.1b  **Practical Activities:** Activity 4.1 from Teaching ideas 4.1 | Exercise 4.1 in the Activity Book.  Worksheet 4.1b. | After Activity 4.1, ask learners to show each other their recorded results and talk about what they found out. Ask them to look for similarities and differences in the results. Any differences may need to be tested again. This encourages learners to carry out the scientific enquiry objective of using a variety of ways to tell others what happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Light  Moon  Reflect  Sun |  |
| Blended | **Light and dark**  **4.2. Darkness**  (Number of lessons approx. 1-2)  **Note:** you will need to make dark boxes before the lesson. | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Know that darkness is the absence of light.  Collect evidence by making observations when trying to answer a science question.  Use first-hand experience.  Predict what will happen before deciding what to do.  Make and record observations.  Use a variety of ways to tell others what happened.  Talk about predictions (orally and in text), the outcome and why this happened. Review and explain what happened. | Unit 4.2 | Literacy, Mathematics, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 4.2 Can you see in the dark?  **Resources in Activity Book:** Exercise 4.2  **Resources in** **Teacher’s resource:** Worksheet 4.2  **Resource sheet:** 4.2  **Practical Activities:** Activity 4.2 from Teaching ideas 4.2 | Exercise 4.2 in the Activity Book. | After Activity 4.2, ask learners to work in pairs and take turns to describe the stages of what they have just done. Choose pairs of learners to repeat their explanations to the whole class. This allows learners to develop the scientific enquiry skills of reviewing and explaining what happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Dark  Torch  Flashlight |  |
| **FEBRUARY/ MARCH** | | | | | | | | | | | |
| **Week 24**  **(28/02/2021-04/03/2021)** | Blended | **Light and dark**  **4.3. Making shadows**  (Number of lessons approx. 1) | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Be able to identify shadows.  Use first-hand experience.  Talk about risks and how to avoid danger.  Make and record observations.  Identify simple patterns and associations. | Unit 4.3 | Literacy, Mathematics, ICT. | Refer to teaching ideas in Unit 4 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 4.3 Making shadows in the Sun  **Resources in Activity Book:** Exercise 4.3  **Resources in** **Teacher’s resource:** Worksheet 4.3a, 4.3b  **Resource sheet:** 4.3  **Practical Activities:** Activity 4.3 from Teaching ideas 4.3 | Exercise 4.3 in the Activity Book. | After Activity 4.3, ask learners to look at each other’s drawings of shadows and say one thing they like and one thing that they could improve.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Shadow |  |
| **Week 25**  **(07/03/2021-11/03/2021)** | Blended | **Light and dark**  **4.4. Shadow shapes**  (Number of lessons approx. 1-2)  **Note:** you may need to make a screen before the lesson | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | Be able to identify shadows. Use  simple information sources.  Identify simple patterns and associations.  Review and explain what happened.  Use first-hand experience. | Unit 4.3 | Literacy, ICT, Art | Refer to teaching ideas in Unit 4 resources  <https://elevate.cambridge.org/elevate/Reader/viewer.aspx#book/1201?groupId=0>  **Resources in Learner’s Book:** Activity 4.4a Making shadow puppets, Activity 4.4b  **Resources in Activity Book:** Exercise 4.4  **Resources in** **Teacher’s resource:** Worksheet 4.4  **Resource sheet:** 4.4  **Practical Activities:** Activity 4.4a, 4.4b from Teaching ideas 4.4 | Exercise 4.4 in the Activity Book | Ask learners to assess each other’s work from Worksheet 4.4 by comparing their predictions with the shadows observed. Challenge learners to describe any differences between the predictions and results and to say why the difference happened.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. |  |  |
| **Week 26**  **(14/03/2021-18/03/2021)** | Blended | **Light and dark** | Recognise that they need light in order to see things and that dark is the absence of light.    Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change. | **Unit Test 4+Research activity from Wonderopolis**  [**https://wonderopolis.org/wonders?category=&subcategory=&order\_by=&q=light+and+shadow**](https://wonderopolis.org/wonders?category=&subcategory=&order_by=&q=light+and+shadow) | | | | | | | |
| **Week 27**  **(21/03/2021-25/03/2021)** | Blended | **Changing materials**  (Challenge book) | **3.1. Materials changing shape**  **3.5. Why is the sea salty?** | | | | | | | | |
| Blended | **Light and dark**  (Challenge book) | **4.1. Light sources**  **4.2. Darkness**  **4.3. Making shadows**  **4.4. Shadow shapes** | | | | | | | | |
| **Spring Break**  **(28/03/2021-08/04/2021)** | | | | | | | | | | | |