

Year 2: What? Where? Why?

What do we already know?

In Year 1, we learned:

- How to distinguish between an object and the material from which it is made.
- How to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- To describe the simple physical properties of a variety of everyday materials.
- To compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working Scientifically Skills



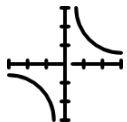
Asking simple questions and recognising that they can be answered in different ways



Observing closely, using simple equipment.



Performing simple tests.



Using their observations and ideas to suggest answers to questions.



Gathering and recording data to help in answering questions.

Thermal insulator



Does not let heat pass through it.

Thermal conductor



Lets heat pass through it.

Plants Vocabulary

Key Word	Definition
Opaque	Cannot be seen through.
Translucent	Allows some light to pass through.
Dull	Lacking shine or brightness.
Brittle	Hard but can break easily.
Absorbent	Able to soak up liquid.
Waterproof	Repels water and liquids.
Conductor	Lets heat, electricity or sound to pass through it.
Elastic	Springs back once stretched.
Flexible	Able to bend.
Transparent	Can be seen through.
Rigid	Unable to be bent or forced out of shape.
Other key words:	Bumpy, stretchy, hard, smooth, soft, rough, shiny, solid. Wood, metal, plastic, glass, brick, rock, paper, cardboard. Squash, bend, twist, stretch.

As a Scientist, I will know at the end of the project...

1. Identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
2. Compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
3. Find out how the shapes of solid objects made from some materials

Year 2: What? Where? Why?

What do we already know?

In Year 1, we learned:

- How to use fieldwork and observational skills to study the geography of our school and its grounds.
- The key human and physical features of its surrounding environment.
- What an aerial photograph is.

Geographical Skills and Fieldwork

Use simple compass directions.

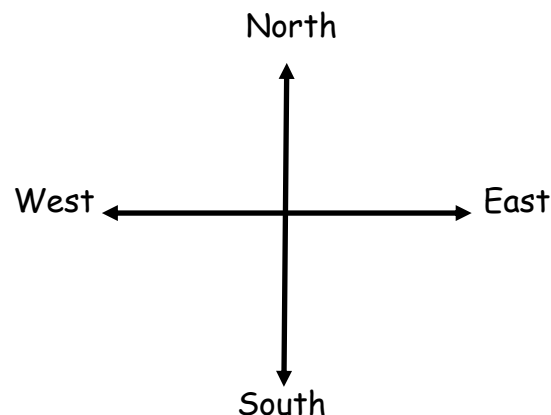
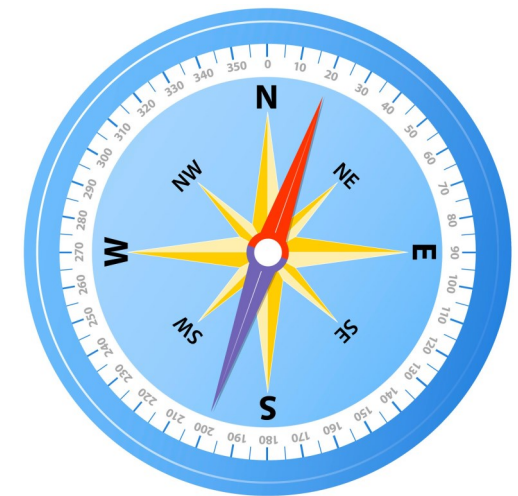
Use locational and directional language.

Describe the location of features and routes on a map.

Use observational skills to identify human and physical features.

Plants Vocabulary

Key Word	Definition
Compass	A device which uses magnets to show the directions North, South, East and West.
Direction	The route someone needs to take or is taking.
Directional language	Words that show the direction of something. E.g. left, right, up, down.
Locational language	Words that show location. E.g. near, far.
Human features	Aspects of our environment that is built by humans (manmade). E.g. lighthouse at the beach.
Physical features	Aspects of our environment that is 'natural'. E.g. the sand at the beach.



I will know at the end of the project...

1. I will be able to use compass directions.
2. I will be able to use locational and directional language to direct someone on a route.
3. I will be able to describe the location of features and routes on a map.
4. I will be able to use aerial photographs to recognise landmarks.
5. I will be able to devise a simple map and use construct basic symbols in a key.
6. I will be able to use observational skills to identify human and physical features.