<table>
<tr><td>Subject: Science</td><td>Year group: Year 2</td><td>Topic: Working Scientifically</td><td rowspan="2">Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required:
Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Looks closely at similarities, differences, patterns and change.</td><td>Vocabulary: test look compare measure result data reason information pattern same different change</td></tr>
<tr><td>Programme of Study</td><td>Implementation:</td><td>Impact –lesson sequence</td><td>Evaluations and assessments</td></tr>
<tr><td>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
• asking simple questions and recognising that they can be answered in different ways
• observing closely, using simple equipment
• performing simple tests
• identifying and classifying
• using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</td><td>Observing closely:
Can they use <see, touch, smell, hear or taste> to help them answer questions?
Can they use some scientific words to describe what they have seen and measured?
Can they compare several things?
GD - Can they suggest ways of finding out through listening, hearing, smelling, touching and tasting?
Performing Tests
Can they carry out a simple fair test?
Can they explain why it might not be fair to compare two things?
Can they say whether things happened as they expected?
Can they suggest how to find things out?
Can they use prompts to find things out?
GD - Can they say whether things happened as they expected and if not why not?
Identifying and Classifying
Can they organise things into groups?
Can they find simple patterns (or associations)?
Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?
GD - Can they suggest more than one way of grouping animals and plants and explain their reasons?
Recording findings
Can they use <text, diagrams, pictures, charts, tables> to record their observations?
Can they measure using <simple equipment>?
GD - Can they use information from books and online information to find things out?</td><td></td><td></td></tr>
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