

SCIENCE OVERVIEWS Term 2 2018
RECEPTION – YEAR 2

Reception/Year 1 Jade Somerville and Tiffany Cazzolato

Physical Sciences unit: "On the Move"

The students will have the opportunity to share their current knowledge about the way objects move, particularly factors involved such as size and shape. They will be encouraged to ask questions about human movement. There will be hands-on, shared experiences of things that move in the classroom, in the school grounds and outside the school grounds. The students will explore human movement and identify the body parts involved. They will share hands-on experiences of toys that move, exploring the ways in which they move, and the shapes that help them to move.

The students will be supported in representing and explaining their understanding about movement. Current scientific views about movement will be introduced.

STEM task: The students will be supported to plan and conduct an investigation of the effects of shape, size and surface on how far things roll.

They will have the opportunity to represent what they know about the movement of objects, and to reflect on their learning.

School Values:

Science lessons are designed to *engage students* through the use of their senses to investigate their environment.

Learning how to follow procedures requires the students to develop their sense of responsibility, *practising the right way* to conduct themselves and to use equipment.

Collaborative tasks support the learning of respect and empathy for others as they take turns, share materials and make choices.

Planning, setting goals and using trial-and-error to conduct investigations are actions which promote the development of resilience through *perseverance*.

Natalie Jones

Year 1/2 Lisa Hyatt Year 2 Linda Cottle

Physical Sciences unit: "Look! Listen!"

The students will have the opportunity to share their prior knowledge about light and sound, particularly what they think about the ways in which light and sound are produced. They will be encouraged to ask questions about the sources of light and sound, and the ways in which they can be sensed.

There will be hands-on shared experiences of things that produce light and sound. These experiences will include sensing vibrations, sound travelling through materials, and how light is needed to see things.

They will be supported in representing and explaining their understanding of how light and sound are produced and can be sensed. Current scientific views will be introduced.

STEM task: With support, the students will plan and conduct an investigation into why two eyes are better than one.

The students will have the opportunity to represent what they know about the production of light and sound by a range of sources, and to reflect on their learning.

School Values:

Science lessons are designed to *engage students* through the use of their senses to investigate their environment.

Learning how to follow procedures requires the students to develop their sense of *responsibility, practising the right way* to conduct themselves and to use equipment.

Collaborative tasks support the learning of *respect* and *empathy* for others as they take turns, share materials and make choices.

Planning, setting goals and using trial-and-error to conduct investigations are actions which promote the development of *resilience* through *perseverance*.

Natalie Jones