

# Super Scientists : Science : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate the effect gravity has on everyday objects.	Children will learn about some of the work of Isaac Newton, then explore ways in which the speed of falling objects can be affected during either included practical activity.	<ul style="list-style-type: none"> <li>Can the children use their own knowledge to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Spinner Template</li> <li>Equipment: stopwatches/metre rulers/paper clips/scissors</li> <li>Equipment: stopwatches/marbles/cardboard boxes/cardboard tubes/tape (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate what happens to light when it passes through different transparent objects.	Children will learn about Isaac Newton's work and discoveries regarding light, then conduct practical investigations where they will change the ways in which light passes through transparent objects.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Worksheets 2A/2B/2C</li> <li>Equipment: variety of prisms/torches</li> <li>Coloured paper</li> <li>Modelling Sheet A/B</li> <li>Telescope Instructions (FSD? activity only)</li> <li>Equipment: magnifying glasses (different strengths), thin cardboard, tape (FSD? activity only)</li> <li>Tray of water/mirror/torch (Plenary only)</li> </ul>
<b>Lesson 3</b>	To investigate the wind.	Children will learn about Maggie Aderin-Pocock and her work. Then they will explore the wind by either making and using a wind vane or an anemometer. Children will be encouraged to ask questions and make observations.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children ask questions and make observations?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Wind Vane Instructions A/B</li> <li>Arrow Templates</li> <li>Equipment: card, rulers, scissors, pencils, paper straws, glue/tape, plasticine, skewers, paper plates, pen lids</li> <li>Anemometer Instructions A/B (FSD? activity only)</li> <li>Equipment: paper cups, single-hole punches, wooden skewers, bottle, tape, sand/water, pencils, plasticine, scissors, stopwatch (Plenary only)</li> </ul>
<b>Lesson 4</b>	To investigate whether sound can pass through materials.	Children will learn about some of the work of Alexander Graham Bell, then conduct practical investigations to explore ways in which sound travels through different materials.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Worksheets 4A/4B/4C</li> <li>Telephone Instructions</li> <li>Equipment: cups/string/wool/scissors/modelling clay</li> <li>Screen to divide each child, paper and building blocks (FSD? activity only)</li> <li>Picture Cards A/B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To investigate our senses and reflexes.	Children will learn about some significant historical discoveries about the body, then conduct practical investigations where they either test their reflexes, or use their senses of touch, taste and smell.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Worksheets 5A/5B/5C/5D</li> <li>Rulers</li> <li>Feely bags or boxes/a variety of objects to put inside them/a selection of things to smell and fruits and vegetables to taste/plastic cups/cotton wool/plates (FSD? activity only)</li> <li>Three slices of bread/three sealable sandwich bags/ cup of water/tablespoon (Plenary)</li> </ul>
<b>Lesson 6</b>	To investigate how germs are transferred by touching things.	Children will learn about the work of significant scientists who studied how diseases. They will then either create information texts about staying healthy, or explore how germs are transmitted using a scientific model.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Worksheets 6A/6B</li> <li>Fact Sheet</li> <li>A4 paper/video camera</li> <li>Washing Hands Rhyme (FSD? activity only)</li> <li>Equipment: basins of cold water/cooking oil/glitter or cinnamon/paper towels (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate electrical circuits to make a light bulb light up.	Children will learn about some of the work of Thomas Edison, then make, test, change or improve their own electrical circuits.	<ul style="list-style-type: none"> <li>Can the children use their own experiences to make predictions?</li> <li>Can the children observe patterns?</li> <li>Can the children talk about what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mindmap</li> <li>Worksheets 7A/7B/7C/7D/7E/7F</li> <li>Quiz Instructions</li> <li>Fact Sheet</li> <li>Equipment: split pins/wires/bulb/bulb holder/battery</li> <li>Equipment: wires/bulb/bulb holder/battery (FSD? activity only)</li> <li>Symbol Key - optional (FSD? activity only)</li> </ul>