

# RESOURCE MATRIX

Year 2 Our Changing World	Resources
1: What lives in a habitat?	Teaspoons, pots, magnifying glasses, digital microscope and laptop, camera or tablet computer, pond dipping equipment (nets, trays), identification keys, materials to make a class book, OCW diaries
2: How does a habitat change through the year?	Teaspoons, pots, magnifying glasses, pond dipping equipment (nets, trays), rulers
3: How do the animals in a habitat depend on each other?	Books and other secondary sources containing information about predators relevant to the habitats children are observing
4: How do animals change?	Animal to observe with appropriate equipment and conditions for keeping it; OCW diaries; rulers or other measuring apparatus, audio recording equipment, cameras
5: What shall we plant for our soup?	Straws, sticky labels, paper to be cut into strips, 30 cm × 30 cm pieces of sugar paper, OCW diaries (optional)
6: How do plants grow and change over time?	A suitable growing space at least 4 feet by 4 feet, wooden boards to edge garden, string to divide area into 16 square foot mini-gardens. Seeds and bulbs for ingredients for soup: onions, garlic, carrots, potatoes, tomatoes, peas, coriander, mint, chives, basil. Gardening tools: trowels, forks, watering cans. OCW diary, rulers or tape measures. Materials for making a sign for each plot
7: How will we make our soup?	Forks, spades, containers to hold picked crops, secateurs (adult use only), additional (local) vegetables or herbs, knives, scissors, kitchen equipment, food processor, large heavybased saucepan, cooker or hob, plastic bowls or cups for serving the soup in, spoons for eating the soup. Video cameras, digital cameras; software for creating slideshows and movies
EL1: Are all offspring the same as their parents?	Animals to observe, basic bird identification books, notebooks/paper/OCW diaries, camera, printed photos of animals seen during the visit for Challenge 1, A4 card for Challenge 2 and A4 card cut into quarters for Challenge 3

Year 2 Module 1 What Is In Your Habitat?	Resources
1: What is in your habitat?	A rock, dead leaf, a living thing (ideally something from one or more of the chosen habitats e.g. a worm, a beetle, woodlouse; if that is not possible a small pet such as a hamster); plastic bags and suitable containers for taking things back into the classroom; digital cameras
2: What do different animals eat in their habitats?	The Gruffalo by Julia Donaldson, other picture books that include feeding relationships, such as Pond Circle by Betsy Franco, This is the Sea that Feeds Us by Robert Baldwin, Butternut Hollow Pond by Brian J. Heinz, Trout are Made of Trees by April Pulley Sayre, Sparrow Girl by Sara Pennypacker
3: Where can I live?	The Oak Tree (Big Cat book), scissors, glue sticks

Year 2 Module 2 The Apprentice Gardener	Resources
1: What will the seeds grow into?	Sets of 8–10 seeds (one set between two children), sets of six different bean seeds (in seed packets or dried beans for cooking, sticky tape, colouring pencils
2: What do gardeners need to know?	Plastic bags, plastic bottles, paper towel, stapler, a selection of seeds (including beans, peas and quick growing 'sprouting' seeds), sticky notes, digital camera, bulbs, jars or vases
3: How should we plant the seeds?	Bean seeds, small pots, transparent plastic bottles or jars (as for Lesson 2), compost, large paper, marker pens, digital camera (optional)
4: What is happening to our seeds?	Digital camera, children's seed diaries, bean diaries and group diaries, measuring jugs or cylinders
5: How tall will they grow?	Bar graph templates, pre-cut bars (for Challenge 1), strips of squared paper, ribbon or string, sticky tape, glue, 30 cm and metre rulers, tape measures, scissors, sets of seeds, a container in which to sort the seeds
6: How can we care for our plants?	Mini whiteboards and pens, one healthy, mature plant and enough unhealthy plants of the same type for each group
7: What happens when a seed germinates?	The bags or plastic bottles of seeds planted in Lesson 2, children's seed diaries, magnifiers, video or audio recording equipment (optional), digital camera, modelling materials for children to make models of germinating seeds
8: Does it matter how we plant the seeds?	The pots and containers or bags with the beans that were planted in Lesson 3, bean diaries, highlighter pens
9: How expert are we?	The bulbs from Lesson 2, children's seed diaries and bean diaries, group diaries and other written work, sticky notes
10: What do plants need to grow and be healthy?	The plants from Lesson 6 that the children have been caring for (including those from Enrichment lesson 3, if taught)
EL1: What can we plant our seeds in?	Containers such as foil dishes or plastic tubs (four per group), a selection of growing media (for example, compost, vermiculite, paper towel, sand, cotton wool, sponge, fabric), two types of seeds (one quick growing seed that is large enough for children to count – such as mung bean or radish – and a larger one such as runner bean, broad bean or pea), jugs or plastic bottles of water, labels, large sheets of paper, glue
EL2: Do plants need light?	Two pieces of fabric (the same size), one black and opaque and one paler coloured so that it will let some light through, pegs or dowels to hold the fabric in place, a grassy area or pre-prepared trays of grass grown from seed
EL3: Do plants need water?	6–8 small, dry pots of grass or cress, a selection of drinks (e.g. tea, coffee, fruit juice, squash, lemonade, milk, sparkling water), plastic bags
EL4: Do seeds and plants need soil?	The trays of seeds and group diaries from EL1

Year 2 Module 3 Materials: Good Choices	Resources
1: Can you describe the object?	Feely bag, groups of objects made of the same material (e.g. metal – spoon, paper clip, scissors, tin, spring, necklace; plastic – bag, ruler, cup, wood – chop stick, spoon, toy, dice), classification or sorting hoops, labels, digital camera, examples of objects made from different materials to support slides in the What is it made of? Interactive (Interactive 1), if possible
2: What material is it made of?	Prepared sticky notes, digital camera, printer, large sheets of paper, glue sticks, a set of the same type of object (e.g. spoons or cups) that are made of different materials
3: Is that a good choice of material?	Paper clips, pencils, samples of six different materials (e.g. wood, metal, plastic, glass, rock and paper)
4: Which materials are good for a toddler's play dungarees?	Labelled samples of different fabrics (e.g. cotton, tough denim, fleece, jersey, lycra, linen, nylon, polyester, rayon, silk, wool) so that each group has one sample per child and there is at least one tough-looking fabric per group, a rough outdoor surface to test fabrics on (or a brick for each group), a large stone (about the size of an adult fist) for each group, elastic bands or string, scissors, glue
5: What fabric will make a bedroom dark?	Photocopier paper box, small model figure or teddy bear collection of fabrics (e.g. voile, open net curtain fabric, thin and thick cotton, thin silk/acetate, heavy brocade, velvet, scissors, glue
6: What shall we use to make a teabag?	Beakers, access to hot water (hot tap or flask), tea leaves in containers, materials to test (for example, tin foil, greaseproof paper, toilet paper, kitchen towel, dish cloth, thin fabric such as muslin or silk), printer paper, card, plastic teaspoons, pipettes, syringes, rubber bands, pegs, teabags emptied and cut open and halved, magnifying glasses, stop watches or sand timers, plastic trays (for example, drawer trays), glue
7: Which is the bounciest ball?	A selection of balls (including those used for different sports) for each group of four children, display borders, bricks/blocks that link together, metrerulers, squared paper
8: What can you invent?	Two or three balloons, a metal paperclip for each child, six clear plastic cups, six wooden chopsticks, six metal CDs, six synthetic bath sponges
EL1: What materials are suitable for covering a tent?	All the resources that were available for previous lessons, plus other materials for testing, such as black bin liners (opaque, waterproof), thick clear plastic (transparent, waterproof and strong), thick card (opaque, not bendy, absorbent), waterproof fabric (for example, samples from sofa shops where the fabric is treated), non-waterproof fabric, correx (waterproof, strong but not bendy), felt (strong, not waterproof, absorbent), pop-up tent (if available), sorting or classification hoops, digital camera
EL2: How good is our tent?	Materials that each group selected in the previous lesson, tent structure resources (for example, plastic straws, paper art straws, bamboo sticks, cocktail sticks, pipe cleaners, string, paper), assembly resources (for example, sticky tack, paper clips, small elastic bands, glue, scissors, sticky tape, stapler), testing resources (e.g. fan or hair dryer, pipette, syringe, small cup, tray, paper towels), pop-up tent (if available), mini whiteboards (optional)

<b>Year 2 Module 4 Materials: Shaping Up</b>	<b>Resources</b>
1: How can I make different shapes?	Modelling clay, digital camera, pre-prepared action dice and body parts dice
2: How can I change the shape of an object?	Sticky notes, sets of materials for each challenge (as listed in the Enquire section), digital camera, large (A1 or A2) recording tables, with five columns each (for challenge group 1) hoops (for creating Venn diagrams)
3: What property allows a material to be changed?	Digital camera, mini whiteboards and pens, glue sticks, plastic rulers, pieces of soft rubber, pieces of lycra-containing fabric, modelling clay, string, wooden blocks, pieces of sponge, modelling dough, strips of metal (thin and flexible), rocks, pieces of rigid plastic, metal blocks, knitted cotton fabric, thin wooden dowel, poster putty, metal wire
4: Which material should I choose?	Blocks of wood, wooden ruler (or similar wooden strip), thin wooden dowel, springs, coins, paperclips and pieces of foil, metal blocks, rubber bands, string and modelling clay
5: Which elastic should I choose for my catapult?	4–6 different elastics (e.g. rubber bands, sewing elastic), weights that can be hung on the elastic, ruler, string or wool, bricks/blocks that link together, paper clips (optional), squared paper
6: What shall we use to make a catapult?	Elastics from Lesson 5, bamboo skewers, spaghetti, dowelling, straws, lolly sticks, teaspoons, strong glue, sticky tape, modelling clay (can be used for joining or to make missiles), marshmallows (gelatine free), elastic bands, pipe- cleaners, metre sticks, tape measures
EL1: What can pushes and pulls make?	Modelling clay, 'push' and 'pull' labels, digital camera

<b>Year 2 Module 5 Take Care</b>	<b>Resources</b>
1: How can we sort this food?	Classification hoops or circles, digital camera
2: What food should we eat?	No additional resources
3: How can we stay fit?	Video camera, A3 paper, felt tip pens
4: How can we stay clean?	A3 paper, glue, video cameras
EL1: How can we stay healthy?	Short non-fiction books suitable for young children (with large pictures and few words per page), homemade book blanks

<b>Year 2 Module 6 Growing Up</b>	<b>Resources</b>
1: What do babies need?	Baby doll, large sheets of paper with columns or sorting circles, glue and/or digital camera, large paper or sticky notes

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2: How have we changed?	A3 paper and glue or photo mounts (if using children's own photos for challenge activity 1), video recorder/tablet computer with webcam (optional)
3: How do we change throughout our lives?	Sticky notes, digital camera (optional), scissors, glue
4: Do older children have bigger heads?	Cardboard hats, tape measures, small coloured stickers (for the scatter graph), lengths of string or ribbon
EL1: What can we find out about babies?	Camera
EL2: Do all our body parts grow as we get older?	Sets of cardboard hands, small stickers of different colours and shapes, metre rulers