Science Long-Term Planning

Curriculum Driver: Be Brave

Science	Autumn Week 1	Autumn Week 2	Autumn Week 3	Autumn Week 4	Autumn Week 5	Autumn Week 6	Autumn Week 7	Autumn Week 8	Autumn Week 9	Autumn Week 10
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.	**Year 1** ***Everyday Materials*** To distinguish between an object and the material from which it is made	**Year 1** ***Everyday Materials*** To know the physical properties of a variety of everyday materials	**Year 1** ***Seasonal changes*** To observe changes across the four seasons (Autumn)	**Year 1** ***Animals including humans*** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	**Year 1** ***Animals including humans*** Identify, name, draw and label the basic parts of the human body, and say which part of the body is associated with each sense	**Year 1** ***Plants*** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	**Year 1** ***Animals including humans*** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Year 1** ***Animals including humans*** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	**Year 1** ***Seasonal changes*** To observe and describe weather associated with the seasons and how day length varies.	**Year 1** ***Everyday Materials*** Compare and group together a variety of everyday materials.
	Year 2 ***Everyday materials*** Explore the properties of materials and predict if/how they can change shape.	**Year 2** ***Living things and their habitats*** Identify that most living things live in habitats to which they are suited.	**Year 2** ***Animals including humans*** Know that animals, including humans, have offspring which grow into adults.	**Year 2** ***Living things and their habitats*** Explore and compare the differences between things that are living, dead, and things that have never been alive	**Year 2** ***Plants*** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Year 2** ***Everyday Materials*** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Investigate)	**Year 2** ***Animals including humans*** Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Year 2** ***Animals including humans*** Notice that animals, including humans, have offspring which grow into adults	**Year 2** ***Living things and their habitats*** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Year 2** ***Living things and their habitats*** Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
	Longitudinal Learning: To observe over time and notice patterns									

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Science	Spring Week 1	Spring Week 2	Spring Week 3	Spring Week 4	Spring Week 5	Spring Week 6	Spring Week 7	Spring Week 8	Spring Week 9	Spring Week 10
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.	**Year 1** ***Plants*** Identify and name a variety of common and wild garden plants, including deciduous and evergreen trees (Seeds and bulbs)	**Year 1** ***Animals, including humans*** Sorting animals into animal groups and sorting them into carnivores/ herbivores and omnivores observe what they eat.	**Year 1** ***Animals, including humans*** Identify, name, draw and label the basic parts of the human body, and say which part of the body is associated with each sense.	**Year 1** ***Seasonal changes 'Spring'*** To ask questions about the changes across the four seasons (Spring) To observe and describe weather associated with the seasons.	**Year 1** ***Everyday Materials*** Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Year 1** ***Plants*** We are learning how to set up a fair test for plant growth and to make predictions.	**Year 1** ***Animals, including humans*** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Year 1** ***Everyday Materials*** Compare and group together a variety of everyday materials on the basis of their simple physical properties. Magnets	**Year 1** ***Animals, including humans*** Identify and name a variety of common animals. (Understand how to take care of animals in their local environment) (Duckling/caterpillar/ tadpole).	**Year 1** ***Animals, including humans*** (Duckling/caterpillar/ tadpole) Identify and name a variety of common animals. (Compare and contrast animals)
	Year 2 ***Animals, including humans*** Notice that animals, including humans, have offspring which grow into adults.	**Year 2** ***Plants*** Observe and describe how seeds grow.	**Year 2** ***Living things and their habitats*** Explore and compare the differences between things that are living, dead and things that have never been alive (sorting and classifying)	**Year 2** ***Animals, including humans*** Describe the importance of keeping healthy with specific reference to good hygiene and healthy eating.	**Year 2** ***Uses of everyday materials*** To investigate Identify and compare the suitability of everyday materials. Performing simple tests.	**Year 2** ***Living things and their habitats*** Describe how different habitats provide for the basic needs of different kinds of animals.	**Year 2** ***Living things and their habitats*** Justify how we know something is living, no longer living or never been alive. (microhabitats)	**Year 2** ***Plants*** Find out and describe how plants need water, light and a suitable temperature to grow. Describe how animals obtain their food from plants and other animals.	**Year 2** ***Animals, including humans*** Notice that animals, including humans, have offspring which grow into adults. observing the duckling eggs/caterpillars or tadpoles.	**Year 2** ***Animals, including humans*** To find out about and describe the basic needs of animals.
	Longitudinal Learning: To observe over time and notice patterns.									

Science Long-Term Planning

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Science	Summer Week 1	Summer Week 2	Summer Week 3	Summer Week 4	Summer Week 5	Summer Week 6	Summer Week 7	Summer Week 8	Summer Week 9	Summer Week 10
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.	**Year 1** ***Plants*** Identify and name the basic structure of a variety of common flowering plants.	**Year 1** ***Plants*** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	**Year 1** ***Animals, including humans*** Identify a variety of common animals that are carnivores, herbivores and omnivores.	**Year 1** ***Everyday materials*** Performing simple tests. Identify and compare the suitability of a variety of everyday materials for uses.	**Year 1** ***Seasonal changes*** Observe changes across the seasons (Summer)**.**	**Year 1** ***Everyday materials*** Describe the simple physical properties of a variety of everyday materials.	**Year 1** ***Plants*** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Use the outdoor environment to observe the different flowers paying attention to the shape and size.	**Year 1** ***Animals, including humans*** Use the outdoor exploration area to use the senses. Listening walk, use binoculars, magnifying glass, microscopes, touch the plants and smell then taste the mint that is growing in the garden.	**Year 1** ***Animals including humans*** Identify and name a variety of common animals.	**Year 1** ***Plants*** Identify and describe the basic structure of a variety of plants.
	Year 2 ***Animals, including humans*** Understand that living things have characteristics that help them stay alive and healthy.	**Year 2** ***Uses of everyday materials &*** Identify and compare the suitability of a variety of everyday materials for uses.	**Year 2** ***Animals, including humans*** Describe how animals obtain their food from plants and other animals.	**Year 2** ***Animals, including humans*** Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.	**Year 2** ***Plants*** Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Year 2** ***Living things and their habitats*** Describe how animals obtain their food from plants and animals.	**Year 2** ***Plants*** Observe how seeds grow into mature plants.	**Year 2** ***Animals, including humans*** Find out about and describe the basic needs of animals, including humans, for survival.	**Year 2** ***Animals, including humans*** Notice that animals, including humans, have offspring that grow into adults.	**Year 2** ***Uses of everyday materials*** Identify and compare the suitability of a variety of everyday materials for particular uses.
	Longitudinal Learning: To observe over time and notice patterns.									