



# Subject Long Term Planning-Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 knowledge	<p><u>Who was Micheal Recycle Human Body</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>Seasonal changes-Autumn</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Where will the polar bears live? Materials</u> <b>Everyday Materials</b> Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Seasonal Changes-Winter</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Assessment – Human Body &amp; Autumn</p>	<p><u>One Plastic Bag Who is Isatou Ceesay?</u> <b>Animals</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p><b>Planting A</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Assessment – Materials &amp; Winter</p>	<p><u>Where am I from? Grace and family</u> <b>Caring for the planet Planting B</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><u>Seasonal Changes – Spring</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Assessment – Animals</p>	<p><u>What happened to the children of World War 2?</u> <b>Plants/Plants C</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Assessment – Spring</p>	<p><b>Plants and /Animals – Amphibians</b> <b>Growing and Cooking</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><b>Seasonal Changes – Summer</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p>Assessment – Plants &amp; Summer</p>
Vocabulary	hair, eyes, face, nose, ears, teeth, mouth, head, neck, arm, elbow, hand, leg, knee, foot light, dark, blind, hear, loud, quiet, noisy,	material, shiny, dull, rock, heavy, light, object, wood, metal, plastic, glass, wool, solid, liquid,	animal, mammal, fur, wild mammal, pet, bird, wings, beak, feathers, webbed feet, flippers, tail, fins, scales,	plant, flower, leaf, petals, stem, roots, branch, trunk, roots, wildflower, daisy, garden plant, sunflower, nettle, buttercup, dandelion, deciduous tree, horse chestnut, oak, sycamore,	plant, flower, leaf, petals, stem, roots, branch, trunk, roots, wildflower, daisy, garden plant, sunflower, nettle, buttercup, dandelion,	plant, flower, leaf, petals, stem, roots, branch, trunk, roots, wildflower, daisy, garden plant,



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	<p>sweet, salty, sour, bitter, savoury, skin, rough, smooth, hard, soft, smell, scent, sniff, stench</p> <p>autumn, daylight, night, weather, season, rainfall, weather, rain gauge, winter, rainy, snowy, windy, cloudy, frosty, sunny, spring, summer</p>	<p>melt, freeze, ice, float, sink, absorb, transparent, opaque</p> <p>autumn, daylight, night, weather, season, rainfall, weather, rain gauge, winter, rainy, snowy, windy, cloudy, frosty, sunny, spring, summer</p>	<p>gills, amphibian, frog, toad, newt, reptile, lizard, crocodile, turtle, carnivore, sharp teeth, herbivore, plants, vegetable, fruit, omnivore</p> <p>plant, flower, leaf, petals, stem, roots, branch, trunk, roots, wildflower, daisy, garden plant, sunflower, nettle, buttercup, dandelion, deciduous tree, horse chestnut, oak, sycamore, evergreen tree, pine, holly, needles, seed, soil, growth</p>	<p>evergreen tree, pine, holly, needles, seed, soil, growth</p> <p>autumn, daylight, night, weather, season, rainfall, weather, rain gauge, winter, rainy, snowy, windy, cloudy, frosty, sunny, spring, summer</p> <p><b>Sustainability</b> Earth, helpful, harmful, recycle, reuse, crops, farmer, cook</p>	<p>deciduous tree, horse chestnut, oak, sycamore, evergreen tree, pine, holly, needles, seed, soil, growth</p> <p>autumn, daylight, night, weather, season, rainfall, weather, rain gauge, winter, rainy, snowy, windy, cloudy, frosty, sunny, spring, summer</p> <p><b>Sustainability</b> Earth, helpful, harmful, recycle, reuse, crops, farmer, cook</p>	<p>sunflower, nettle, buttercup, dandelion, deciduous tree, horse chestnut, oak, sycamore, evergreen tree, pine, holly, needles, seed, soil, growth</p> <p>autumn, daylight, night, weather, season, rainfall, weather, rain gauge, winter, rainy, snowy, windy, cloudy, frosty, sunny, spring, summer</p> <p><b>Sustainability</b> Earth, helpful, harmful, recycle, reuse, crops, farmer, cook</p>
<p><b>Year 1 skills (Working Scientifically)</b></p>	<p>Collect evidence to try to answer a question. Make simple comparisons and groupings that relate to differences and similarities. Make observations using appropriate senses. Collect evidence to try to answer a question. Test ideas suggested to them and say what they think will happen. Draw simple conclusions and explain what they did.</p>	<p>Make observations Make simple comparisons and groupings that relate to differences and similarities. Present some findings in simple tables and block graphs Say what their observations show, and whether it was what they expected; Draw simple conclusions and explain what they did Identifying and classifying Observe closely, using simple equipment Performing simple tests Gathering and recording data to help in answering questions Using their observations and ideas to suggest answers to questions</p>	<p>Make observations Make simple comparisons and groupings that relate to differences and similarities. Present some findings in simple tables and block graphs Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions Identifying and classifying Using their observations and ideas to suggest answers to questions</p>	<p>Using their observations and ideas to suggest answers to questions Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions Observe closely, using simple equipment</p> <p><b>Explore the world around them and raise their own questions</b></p>	<p>Identifying and classifying Observe closely, using simple equipment Gathering and recording data to help in answering questions Using their observations and ideas to suggest answers to questions</p>	<p>Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p>



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Year 2 knowledge	<p><u>Where in the World am I</u> <u>Animals' needs for survival/Humans</u></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p><u>Why was the fire so great?</u> <u>Materials Uses of everyday materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Plastic – sustainability</b></p>	<p><u>Why save the rainforests?</u> <u>Plants (light &amp; dark)</u></p> <p>describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Living Things and Their Habitats</u></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p><u>Could you live like Robin Hood?</u> <u>Plants</u> <u>Plants (light &amp; dark)</u></p> <p>describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Living Things and Their Habitats</u></p> <p>Explore and compare the differences between things that are living, things that are dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and</p>	<p><u>Who was Zachariah Green?</u> <u>Plants (bulbs and seeds) – sustainability</u></p> <p>describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p><u>growing up</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>wildlife- sustainability</u></p>	<p><u>Were dinosaurs real?</u></p> <p><u>Plants (bulbs and seeds)</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p><u>growing up</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>wildlife- sustainability</u></p>



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				<p>other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>		
Year 2 Area of study vocabulary	<p>shelter, heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, sugar, germs, hygiene, doctor, disease, plaque, gums, filling offspring, egg, parent, baby, child, teenager, life cycle, adolescent, frogspawn, tadpole, froglet, caterpillar, pupa, butterfly, insect, adult</p>	<p>natural material, human-made material, recycle, flexible, rigid, stone, pebble, brick, brittle, flexible, translucent, tough, lightweight, strong, breakable, waterproof</p> <p><b>Sustainability</b> single-use plastic</p>	<p>Arctic plants, hibernate, habitat, cactus, desert, rainfall, ocean, seagrass, woodland, fern, moss, microhabitat, spider, snail, diet, food chain, living, dead, never alive</p> <p>sunlight, compost, herb, blossom, bulb, shoot</p>	<p>sunlight, compost, herb, blossom, bulb, shoot</p> <p><b>Sustainability</b> wildlife, nature, local</p>	<p>sunlight, compost, herb, blossom, bulb, shoot</p>	
Year 2 skills (Working Scientifically)	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>gathering and recording data to help in answering questions</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>observing closely, using simple equipment</p>	<p>identifying and classifying</p> <p>performing simple tests</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment.</p> <p>using their observations and ideas to suggest answers to questions</p> <p>Use simple features to compare objects, materials and living things and, with help, decide</p>	<p>observing closely, using simple equipment.</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>performing simple tests</p> <p>gathering and recording data to help in answering questions</p> <p>using their observations and ideas to suggest answers to questions</p>	<p>identifying and classifying</p> <p>observing closely, using simple equipment.</p> <p>gathering and recording data to help in answering questions</p>	<p>observing closely, using simple equipment.</p> <p>record and communicate their findings in a range of ways and begin to use simple scientific knowledge (not statutory)</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>performing simple tests</p> <p>identify and classifying</p>	<p>observing closely, using simple equipment.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>using their observations and ideas to suggest answers to questions</p>



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		how to sort and group them (non-statutory).  Explore the world around them and raise their own questions (non-statutory).			using their observations and ideas to suggest answers to questions	
Vocabulary (Working Scientifically) Year 1 and 2	measure, observe, compare, measurement, growth, trowel, temperature, bend, squash, twist, stretch, absorb  draw, label, change, same, table, record, tally, pipette, size, predict, similar, different, sort, group, identify, pattern, height, number, amount, hand lens, ruler, counting cubes, centimetres, meters, suitable, unsuitable, match, test, scientific enquiry, comparative test, research, pattern seeking					