HOLY TRINITY

Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Health and Hygiene Fruits, Vegetables and Harvest		Health and Hygiene with Animals Animal Care and Knowledge	Growing Plants and Vegetables	Mini-Beasts	Wet and Dry Sand
Reception		Seasons changing states of matter	Snow Ice Melting Knowledge of Polar Animals	Mini-beasts and Habitats	Life-cycles	Seasons - Summer
Year 1	What are everyday materials made from?	Consolidation	what weathers do we experience?	What can we learn about animal and human bodies?	What plants and trees grow in our world?	Consolidation
Year 2	How do living things survive?	How do humans and animals grow and survive?	How are different materials used?	Consolidation	How do seeds and bulbs grow?	
Year 3	Why is health and movement so important?	Consolidation	What can we learn from rocks and fossils?	What do plants need to grow?	What is a force & how can we measure it?	How does light help us to see?
Year 4	How does sound change?	How do materials change state?	How does electricity work?	What does the body do with food?	Why do Scientists classify things?	
Year 5	What types of forces are there?	How are animal and plant life cycles different?	How does our solar system work?	How do materials change?	What are the stages of a human life cycle?	Consolidation
Year 6	How does light travel?	What impact does changing the voltage of a circuit have?	Can I classify plants and animals according to their characteristics?	How and why have humans and animals evolved over time?	Consolidation	How can lifestyle and diet affect the function of our bodies?

To work scientifically (Years 1 and 2):

gathering and recording data to help in answering questions.

- 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

To work scientifically (Years 3 and 4):

- using straightforward scientific evidence to answer questions or to support their findings.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

To work scientifically (Years 5 and 6):

- identifying scientific evidence that has been used to support or refute ideas or arguments.
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations