All Saints Science LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Daily Weather, Forest School (environment). 2's How I have grown, Body Parts, Exploring senses, Exploring changes in materials through baking cakes, 3's Changing seasons. Changes in materials when cooking – Pizza's. Animal Habitats	Daily Weather, Forest School (environment). 2's Compare Weather in different regions where different animals live. Explore how ice melts., Comparing different types of land. Exploring animals – where they live and what they eat. 3's Growing. Exploring nature (woodland). Changes in materials when cooking (Porridge/ Gingerbread). Changes in colour (Skittles experiment)	Daily Weather, Forest School (environment) 2's Explore flower, trees, bark, leaves etc. Explore how materials change when cooked (blackberry jam). Draw forest flowers/ explore parts of a flower. Comparing and sorting forest items. 3's Growing cress (Potato heads). Notice changes in materials when cooking (soup). Exploring vegetables, where and how they grow. Experimenting with and sorting materials. (Making umberellas)	Daily Weather, Forest School (environment). 2's Growing and cooking vegetables. 3's Features of birds/ what they eat. Habitats of birds, Life Cycles (Eggs hatching). Nocturnal animals.	Daily Weather, Forest School (environment) 2's Life cycles- caterpillars. Planting seeds. Growth. 3's Floating and Sinking. Habitats under the sea. Coral and Rocks. Sea Creatures	Daily Weather, Forest School (environment) 2's Sounds of types of transport. How things move. Magnets. 3's Comparing Weather in different countries. Observing and recording weather. Rocks and coral under the sea.
R	Hibernation and Migration My body - name body parts, draw self	Animal habitats (forest vs. other habitats) Investigating variety of animals (ongoing)	Polar region habitats Working Scientifically - Ice escape (melting) Categorising Polar animals	Life cycles (chicks) Working scientifically - growing garlic/cress Visit to farm (focus on	working Scientifically - Levers, pulleys, balances exploration	Rocks Light and shadows to explore Sun safety

	Changes in people over time (babies to grandparent) Autumn Exploration	Observational drawings in nature Collecting natural resources (Autumn)	and non polar animals Floating and sinking Climate change - recycling Recyclable materials - sorting Melting.	growing) Planting and growing fruit and Veg		Earth and Space exploration Living things on Earth
	Continuous: Changing Seasons, Investigating variety of animals (small world), different types of rocks/natural environment, magnets in Cont Prov. sound - exploring instruments, phase 1 phonics, light in Cont Prov					
1	EVERYDAY MATERIALS	ANIMALS, INCLUDING HUMANS (ANIMALS) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	ANIMALS, INCLUDING HUMANS (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.	PLANTS 1 identify and describe the basic structure of a variety of common flowering plants, including trees	PLANTS 2 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Walk around school, local area, take photos, drawings etc and label)	SEASONAL CHANGES (ROUND UP)
	CONTINUOUS OBJECTIVE: OBSERVE CHANGES ACROSS THE FOUR SEASONS THROUGHOUT THE YEAR (SEE 'SEASONAL CHANGES' PLANNING FOR MORE INFORMATION)					
2	USE OF EVERYDAY MATERIALS	PLANTS (BULBS) observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	ANIMALS, INCLUDING HUMANS	PLANTS (SEEDS) observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	LIVING THINGS AND THEIR HABITATS 1 explore and compare the differences between things that are living, dead, and things that have never been alive	LIVING THINGS AND THEIR HABITATS 2 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 identify and name a variety of plants and animals in their habitats, including micro-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
				Observe bulbs (take photos, first hand)	Link to DT with zoo enclosures (Summer 2)	Observe seeds (take photos, first hand)
3	ANIMALS, INCLUDING HUMANS NUTRITION identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	ANIMALS INCLUDING HUMANS SKELETONS AND MUSCLES identify that humans and some other animals have skeletons and muscles for support, protection and movement.	ROCKS	FORCES AND MAGNETS	**LIGHT**	PLANTS
	Link to P.E. and DT (healthy eating)		Link with Y5 Geography (volcanoes)			
4	STATES OF MATTER	ANIMALS, INCLUDING HUMANS DIGESTIVE AND TEETH describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions	ELECTRICITY	SOUND	LIVING THINGS AND THEIR HABITATS	ANIMALS, INCLUDING HUMANS (FOOD CHAINS) construct and interpret a variety of food chains, identifying producers, predators and prey
			Link with Y5 DT (electrical systems)	Link with In Harmony (built upon across KS2)		
	ONGOING OBSERVATION: CAREFUL RECORD OF LIVING THINGS THROUGHOUT THE YEAR (SEE 'LIVING THINGS AND THEIR HABITATS' PLANNING FOR MORE INFORMATION)					
5	PROPERTIES OF MATERIALS compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and	CHANGES IN MATERIALS know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	ANIMALS, INCLUDING HUMANS ♥	LIVING THINGS AND THEIR HABITATS	EARTH AND SPACE	**FORCES**

	thermal), and response to magnets give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda				
			Link with Journey in Love (physical) ♥			Link with DT (mechanisms)
6	ANIMALS, INCLUDING HUMANS 1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood describe the ways in which nutrients and water are transported within animals, including humans	EVOLUTION AND INHERITANCE	ELECTRICITY	ANIMALS, INCLUDING HUMANS 2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	**LIGHT**	**LIVING THINGS AND THEIR HABITATS**
	Link with Learning to Serve (GP visit)			Link with Learning to Serve (GP visit)		

BIOLOGY CHEMISTRY PHYSICS