

Reception	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p><b><u>Me and My community -</u></b></p> <p>This project teaches children to recognise and discuss how they have changed from when they were babies.</p>	<p><b><u>Starry Night -</u></b></p> <p>This project teaches children and light and dark and different animals that are nocturnal. Children will think about what happens when they fall asleep and why it is dark at night.</p>	<p><b><u>Once upon a time</u></b></p> <p>This project teaches children to identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. It also teaches them to compare and group objects and materials according to simple given criteria.</p>	<p><b><u>Dangerous Dinosaurs</u></b></p> <p>This project teaches children about shadows and allows them to explore how to make shadows.</p>	<p><b><u>Ready Steady Grow</u></b></p> <p>This project teaches children to identify the origins of some foods. It also teaches them to describe some ways that plants or animals should be cared for in order for them to survive. They will also learn to describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>	<p><b><u>On the Beach</u></b></p> <p>This project teaches children to develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. They will describe, predict and sort things that float and sink and talk about the forces that they can feel.</p>

Year 1	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p><b><u>Seasonal Changes</u></b></p> <p>This project teaches children about the seasons, seasonal changes and typical seasonal weather and events.</p>	<p><b><u>Everyday Materials</u></b></p> <p>This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.</p>	<p><b><u>Animals including humans</u></b></p> <p>This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, their diets and how animals should be cared for.</p>	<p><b><u>Plants</u></b></p> <p>This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.</p>	<p><b><u>Seasonal Changes</u></b></p> <p>This Project teaches children about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.</p>	<p><b><u>Animals including humans</u></b></p> <p>This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.</p>

Year 2	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4 and 5</u>	<u>Term 6</u>
	<p><b><u>Investigations:</u></b></p> <p><b><u>What's on your wellies?</u></b> Children collect mud from the soles of their wellington boots and add it to a tray of compost to see how seeds disperse and are carried by humans to new places.</p> <p><b><u>Can you make a paper bridge?</u></b> How we can make weak, flexible materials stronger and more rigid by changing their shape.</p>	<p><b><u>Materials</u></b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, 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><u>Living things and their Habitats</u></b></p> <p>Explore and compare the differences between things that are living, 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 micro-habitats.</p> <p>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.</p>	<p><b><u>Animals Including Humans</u></b></p> <p>Investigation: Why do I exercise?</p> <p>Notice that animals, including humans, have offspring which grow into adults.</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><b><u>Plants</u></b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

Year 3	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5 and 6</u>
	<p><b><u>Rocks</u></b></p> <p>This project teaches children to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock, to recognise that soils are made from rocks and organic matter.</p>	<p><b><u>Forces and Magnets</u></b></p> <p>This project teaches children to compare how things move on different surfaces, to notice that some forces need contact between two objects, but magnetic forces can act at a distance. Also to observe how magnets attract or repel each other and attract some materials and not others, to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>Animals Including Humans</u></b></p> <p>This project teaches children to 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. They identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p><b><u>Plants</u></b></p> <p>This project teaches children to identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. To explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants, explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><b><u>Light</u></b></p> <p>This project teaches children to recognise that they need light in order to see things and that dark is the absence of light, to notice that light is reflected from surfaces. Also recognise that light from the sun can be dangerous and that there are ways to protect their eyes, to recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the sizes of shadows change.</p>

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Year 4	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Sound	Electrical Circuits and Conductors	Digestive System	States of Matter	Grouping and Classifying	Working Scientifically

Year 5	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4 and 5</u>	<u>Term 6</u>
	<p><b><u>Animals including humans</u></b></p> <p>This project explored the human timeline, the growth of babies, puberty in humans and animals, changes in old age gestation periods life expectancy</p>	<p><b><u>Earth and Space</u></b></p> <p>This project teaches children to describe the movement of the Earth, and other planets, relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth, to describe the Sun, Earth and Moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day</p>	<p><b><u>Properties and changes of materials</u></b></p> <p>This project teaches children to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets, also to understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons,</p>	<p><b><u>Forces</u></b></p> <p>This project teaches children that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, to identify the effects of air resistance, water resistance and friction, that act between moving surface and recognise that some mechanisms, including levers, pulleys and gears,</p>	<p><b><u>Living things and their habitats</u></b></p> <p>This project teaches children to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird to describe the life process of reproduction in some plants and animals.</p>

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		and night and the apparent movement of the Sun across the sky	based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, 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.	allow a smaller force to have a greater effect.	
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Year 6	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<b><u>Identity &amp; Darwin's Delights</u></b> <b><u>Evolution &amp; Inheritance</u></b>  This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are	<b><u>Living Things &amp; Their Habitats</u></b>  <b><u>Frozen Kingdoms</u></b>  This project teaches children to give reasons for classifying plants and animals based on specific characteristics. Identify how animals and plants are adapted to suit	<b><u>Blood Heart/Circulatory System</u></b>  <b><u>Animals Including humans</u></b>  This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They	<b><u>Electricity</u></b>  <b><u>Electrical Circuits and Components</u></b>  This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit	<b><u>(Continuing with Electricity)</u></b> <b><u>Light Theory</u></b>  This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with	<b><u>Light Theory</u></b>  This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with light, including shadows,

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	passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.	their environment in different ways and that adaptation may lead to evolution.	learn about healthy lifestyle choices and the effects of harmful substances on the body.	and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.	light, including shadows, reflections, rainbows and diffraction.	reflections, rainbows and diffraction.
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