



St. Mary's Catholic Federation



Ignite pupils' curiosity, encourage exploration and develop a deeper understanding of the world we live in.

Long Term Plan - Science - 2023-24

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|-------------------|---|--|---|--|---|---|
| Y1 Topic | Enchanted woodland | Superheroes | Bright lights, big city | Moon zoom | Paws, claws and whiskers | Rio de Vida |
| Y1 Science | <p>Plants</p> <p>LO: Identify and name a variety of common wild and garden plants (Name blossom, petals, fruit, roots, bulb, seed, trunk, branch, stem)</p> <p>LO: Observe how plants have changed over time.</p> <p>LO: Describe the basic structure of a variety of common flowering plants, including trees (including deciduous and evergreen trees)</p> | <p>Everyday materials. Identify and name</p> <p>LO: Distinguish between an object and the material from which it is made.</p> <p>LO: Name materials</p> <p>LO: Describe properties Ensure materials are physical and children can physically touch to describe the properties</p> | <p>Seasonal changes</p> <p>LO: Observe change across the four seasons</p> <p>LO: Describe weather associated with seasons and how day length varies</p> | <p>Everyday materials - compare and group based on physical properties</p> <p>LO: Compare and group materials together (wood, plastic, glass, metal, water, rock)</p> <p>LO: Describe and compare materials over 3 weeks to focus on 2 materials per week.</p> | <p>Animals including humans</p> <p>LO: Identify and name common animals (herbivore, carnivore, omnivores)</p> <p>LO: Name a variety of common animals (fish, amphibians, reptiles, birds, mammals)</p> <p>LO: Describe and compare the structure of common animals (fish, amphibians, reptiles, birds, mammals)</p> | <p>Animals including humans - parts of body and senses</p> <p>LO: Name and label the basic parts of the human body and say which part of the body is linked with each sense</p> |
| Y1 Investigations | <p>LO: Observe how plants change over time.</p> <p>How does a plant</p> | <p>LO: Describe the simple properties of a variety of everyday materials by testing</p> | <p>LO: Observe changes across the seasons by looking at how trees and clothes we wear</p> | <p>LO: Use everyday and simple scientific language to answer a scientific question</p> | <p>LO: Group, describe and compare the structure of a variety of common animals</p> | <p>LO: Know that the skin allows you to sense touch. Touch the objects in the bag. How do they feel?</p> |

| | change as it grows? | Which objects / materials will be best in the wet weather? Why? | change Why do we change our clothes from autumn to winter? | What is the best material to make a rocket out of? | How can I group the animals? How do I explain the similarities and differences between them? | Can you identify what the object is? P: Why is touch important? |
|------------|---|---|--|---|--|---|
| Y2 Topic | Muck, mess & mixtures | Street detectives | Towers, tunnels, turrets | Scented garden | Land ahoy! | Beat, band, boogie |
| Y2 Science | <p>Animals including humans</p> <p>LO: Explain how humans grow into adults.</p> <p>LO: Explore the importance of exercise and hygiene in humans.</p> <p>LO: Explain the importance of healthy eating for humans</p> | <p>Everyday materials - properties</p> <p>LO: Identify and compare the suitability of a variety of everyday materials (Wood, metal)</p> <p>LO: Identify and compare the suitability of a variety of everyday material (plastic, glass)</p> <p>LO: Identify and compare the suitability of a variety of everyday materials (brick, rock)</p> <p>LO: Identify and compare the suitability of a variety of everyday materials (paper, cardboard)</p> <p>LO: Identify a material that can be used for more than one purpose (metal)</p> | <p>Living things and their habitats - dead and alive</p> <p>LO: Explore and compare the difference between living, dead, things never been alive.</p> <p>Focus on different habitats, animals and plants within that habitat.</p> <p>LO: Identify what a habitat is.</p> | <p>Plants</p> <p>Animals including humans</p> <p>LO: Understand germination, growth and survival of plants.</p> <p>LO: Show understanding of what a plant needs to survive</p> <p>LO: Investigate what plants need to grow</p> <p>LO: Observe and describe how seeds and bulbs grow.</p> <p>LO: Identify animals that have offspring that grow into adults.</p> <p>LO: investigate the basic needs of an animal to survive.</p> | <p>Living things and their habitats - microhabitats</p> <p>For each habitat, focus on how the habitat meets the needs of the animals/plants that live there.</p> <p>LO: Identify a sea habitat</p> <p>LO: identify a polar habitat</p> <p>LO: identify a rainforest habitat</p> <p>LO: identify a desert habitat</p> <p>LO: identify an urban habitat</p> <p>LO: identify a microhabitat</p> | <p>Living things and their habitats - food chains</p> <p>LO: explain a food chain in an urban habitat</p> <p>LO: show understanding of how a food chain works in a rainforest habitat</p> |

| | | | | | | |
|----------------------|---|--|---|--|--|---|
| | | LO: Identify and compare the suitability of everyday materials. | | | | |
| Y2 Investigations | LO: Explore the importance of exercise and hygiene in humans. What is the effect of regular exercise on my fitness levels? | LO: Identify and compare the suitability of everyday materials. What is the best material to make a spoon from? | LO: Explore and compare the difference between living, dead, things never been alive. Would a stone make a good pet? | LO: Show understanding of what a plant needs to survive Where are the leaves on a cactus? | LO: identify a microhabitat Do all minibeasts like living in the same microhabitat? | LO: identify and name a variety of plants and animals in their habitats, including microhabitats What might happen if you remove part of a food chain? |