

POTTEN END CHURCH OF ENGLAND PRIMARY SCHOOL  
Long Term Planning: Science

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<u>My Body:</u> - Parts of the body - Our senses - Growing and changing - Healthy eating	<u>Identifying animals:</u> - Pets - Exploring mammals - Comparing birds and reptiles - Comparing amphibians and fish - carnivore, herbivore or omnivore - Taking care of animals	<u>Identifying plants:</u> - identify basic plants - identify parts of plants - investigation of growing environments	<u>Seasonal Changes:</u> - How weather and day length affect animals and humans - Use their own experience and information we gather to make conclusions on how living things adapt to seasonal changes	<u>Materials:</u> - distinguish between objects & materials - describe properties of materials - compare & classify materials	<u>Seaside objects:</u> - Identify and sort seaside animals and plants - learn about the materials seaside objects are made from.
<b>Year 2</b>	<u>Materials</u> Finding out how to change the shape of a solid material (bending, twisting, stretching)	<u>Materials</u> Comparing the suitability of everyday materials	<u>Animals and habitats</u> Explore the differences of things that are living, dead and have never been alive.	<u>Animals and habitats</u> Identify a variety of plants and animals living in habitats. Explore simple food chains.	<u>Growing plants</u> Observe and describe how seeds grow in to plants. Find out what plants need to survive.	<u>Growth and survival</u> Describe the needs of animals (including humans) to survive. Explore the important of humans exercising, eating healthy foods and hygiene.
<b>Year 3</b>	<u>Rocks and soils</u> Including types	<u>Fossils</u>	<u>Skeleton and nutrition</u>	<u>Plants</u>	<u>Magnets</u>	<u>Light and reflection</u>

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	and properties of rocks and rock formation and erosion.	How fossils are formed.	Why humans and animals need skeletons, healthy eating and teeth.	What plants need to grow and reproduce?	Magnetic materials and when magnets attract or repel.	Light sources, reflective materials, light and shadow.
<b>Year 4</b>	Changing sounds	Circuits and conductors	States of matter	Eating and digestion	Living things and their environments	
<b>Year 5</b>	<u>Properties and changes of materials</u> Dissolving, reactions and separation	<u>Earth and Space</u> (Solar System and Movement)	<u>Forces</u> Gravity, friction and machines	<u>Living things and their habitats</u> Life Cycles and Reproduction	<u>Animals including Humans</u> <u>Circulation and Health</u> Or <u>Growth, development and puberty</u>	
<b>Year 6</b>	<u>Light</u> Including exploring how we see things, light travelling in straight lines and shadows.	<u>Electricity</u> Using switches, exploring the voltage of cells, using recognised symbols when drawing a diagram of a circuit.	<u>Evolution and Inheritance</u> Recognise that living things have changes over time. Recognise that living things produce offspring. Identify how animals and plants have adapted to suit their environment.	<u>Living things and their habitats</u> <u>Classifying living things</u>  Describe how living things are classified in to groups. Give reasons for classifying based on a specific characteristic.	<u>Animals including Humans</u> <u>Digestion and circulation</u>  Name, identify and describe the main parts of the human circulatory system. Describe the way that water and nutrients and transported in plants and animals.	