

## St Albans C of E Primary - Long Term Science plan

	1	2	3	4	5	6
	<p><i>In foundation stage, science is taught through knowledge and understanding of the world. To ensure that our children are ready for the year 1 science curriculum, practitioners lay the foundations of science. Ensuring that direct teaching and the environment embeds the knowledge, skills and vocabulary that children need to young scientists.</i></p>					
FS1	<p><b>Animals</b> The natural world, food making and experiments, sorting pets.</p>		<p><b>Materials and forces</b> Sound experiments, fabric experiments</p>	<p><b>Materials states of matter</b> – Mud and dough experiments, leading to biscuit experiments</p>	<p>Plants The natural world Growing experiments</p>	
FS2	<p><b>Plants</b> <b>The natural world,</b> classifying plants in the woods.</p>	<p><b>Animals</b> <b>The natural world,</b> classifying dinosaurs, classifying animals in the woods.</p>	<p><b>Materials and forces,</b> Light experiments, floating and sinking experiments.</p>	<p><b>Materials states of matter-</b> gingerbread experiment, frozen water experiments, slime experiments</p>		
	<p style="text-align: center;"><b>Seasonal Change</b> – year long coverage (FS1 and FS2) FS2 – whatever the weather Working Scientifically – continuous provision</p>					
Y1	<p><b>Animals Inc. humans</b> (Who am I?)</p>	<p><b>Materials and Plants</b> Celebrations</p>	<p><b>Everyday materials</b> Polar Adventure</p>	<p><b>Skills based revision of materials and animals</b> Treasure Island</p>	<p><b>Plants and animals including humans, Everyday materials</b> On Safari</p>	<p><b>plants, animals, including humans, Everyday materials</b> Holidays</p>
	<p style="text-align: center;">Seasonal Change – year long coverage</p>					
Y2	<p><b>Animals including Humans</b> Healthy me</p>	<p><b>Everyday Materials</b> Materials Monster</p>	<p><b>Forces</b> Move it</p>	<p><b>living things in their Habitats</b> Mini Worlds</p>	<p><b>Plants</b> Young Gardeners</p>	<p><b>Working Scientifically</b> Mini Masterchef</p>
Y3	<p><b>Light</b> Mirror, Mirror</p>	<p><b>Forces and Magnets</b> Opposites Attract</p>	<p><b>Rocks and Soils</b> Earth Rocks</p>	<p><b>Animals, including humans</b> Food and our bodies</p>	<p><b>Plants</b> How does your garden grow?</p>	<p><b>Working Scientifically</b> We are Astronauts</p>



Y4	<b>Animals, including humans</b> Teeth and Eating	<b>States and matter</b> Looking at States	<b>Sound</b> What's that sound?	<b>Electricity</b> Power it up	<b>Living things in the environment</b> living things	<b>Working Scientifically</b> Bubbles
Y5	<b>Earth and Space</b> Out of this world	<b>Properties and changes of materials</b> Material World	<b>Animals, including humans</b> Growing up and Growing old	<b>Forces</b> Let's get moving	<b>Living things in their habitat</b> Circle of life	<b>Working Scientifically</b> Forensics (investigative skills)
Y6	<b>Light</b> Let it shine	<b>Animals, including humans</b> Staying Alive	<b>Electricity</b> Electrifying	<b>Evolution and inheritance</b>  We're evolving	<b>Living things in their environment</b> Classifying Critters	<b>Working Scientifically</b>  We're Dinosaurs Hunters

<b>Biology</b>	Life Processes
<b>Physics</b>	Materials
<b>Chemistry</b>	Physical Process
<b>Working Scientifically</b>	Units based on consolidating investigative skills that have been taught throughout the year within units.
Units looking at more than one strand of the National Curriculum.	