ST JULIE CATHOLIC PRIMARY SCHOOL

SCIENCE LONG TERM PLAN

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content (see long term plans for each year group):

- To identify and classify
- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up practical enquiries, comparative and fair tests
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, table, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments

	Autumn		**Spring**		**Summer**	
	1st half term	**2nd half term**	**1st half term**	**2nd half term**	**1st half term**	**2nd half term**
EYFS	All about me **(Myself)***	**Autumn**	**New Life Spring (Life cycles & seasonal change))**	Why does the Queen wear a crown?	Patterns and poetry **States of matter**	**Our Wonderful World Summer (seasonal change)**
Year 1	What materials would Stickman see around our school? →		Why are humans not like tigers?	What changes in the seasons will Percy the Park Keeper see around our school?	What birds and plants would Percy the Park Keeper find in our school grounds?	Can we end plastic pollution?*
	← What changes can we see across the year? →					
Year 2	How can we fix Mrs Kernick's tent? (Materials, reversible/irreversible changes)	How can I grow to be a happy, healthy me? →	How can I grow to be a happy, healthy me?	How does a tiny seed grow into a sunflower?	What is it like to live under a rock?	What can we do with our rubbish?*

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Year 3	What do rocks tell us about the way the Earth was formed? Rocks and Soils	→	How can an athlete move so fast? Animals including Humans	Can you feel the force? Magnets and forces	How did that blossom become an apple? Plants	How far can you throw your shadow? Light and shadows
Year 4	What happens to the food we eat? Animals including humans	What makes music magnificent? Sound →		How could we cope without electricity? Electricity	How would you survive without water? States of matter	What wild things live near us? Living things and their habitats
Year 5	Can you feel the force? Friction, air/water resistance. Simple machines: Pulleys, gears, levers →		Could you be the next Tim Peake/Helen Sharman? Earth and Space	Does all life start as an egg? Life cycles →	What will you look like at 80?	Could you be the next CSI investigator? Separating mixtures
Year 6	How can you light up your life? Light	Are you a bright spark? Electricity	Could Spiderman really exist? Evolution and inheritance	How and why do scientists classify living organisms? Plants and animals	What would a journey through our bodies look like? Animals including humans	Why are our bodies change?

- Environmental science topics with links to NC
- ***All Reception topics promote elements of science (as outlined in the skills progression document). However, the red highlighted topics have a specific science focus.**