

DOGSTHORPE INFANT SCHOOL
SCIENCE LONG-TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The Weather Ourselves How things work		Day & Night Changes	Space The moon Similarities and differences	Animals and their young	Nature and changes
	<p>30-50mths - TW Comments and asks questions about aspects of their familiar world such as the place they live or the natural world (weather).</p> <p>Can talk about somethings they have observed such as plants, animals, natural and found objects (Weather).</p> <p>Talks about why things happen and how they work (How things work).</p> <p>Developing understanding of growth, decay and changes over time (Ourselves).</p> <p>Show care and concern for living things and the environment (Ourselves/ weather).</p>		<p>40-60mths - TW Looks closely at similarities, differences and patterns and change.</p>	<p>40-60mths - TW Looks closely at similarities, differences and patterns and change</p> <p>ELG - TW Know about similarities and differences in relation to places, material and living things.</p> <p>Talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>ELG Know about similarities and differences in relation to places, material and living things.</p> <p>Talk about features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why somethings occur and talk about changes.</p>	<p>ELG Know about similarities and differences in relation to places, material and living things.</p> <p>Talk about features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why somethings occur and talk about changes.</p> <p>Exceeding - TW Know that the environment and living things are influenced by human activity.</p> <p>Describe some actions which people in their own community do that help maintain the area they live in.</p> <p>Become familiar with basic scientific concepts such as floating, sinking, experimentation.</p>

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Y1	The seasons Weather Plants Seasonal changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.	Materials Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Animals Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Humans The 5 Senses Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
Key Stage One Scientific skills. Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.						
Y2	Materials <ul style="list-style-type: none"> • Investigate ABSORBENT & WATERPROOF. • Explore STRETCHINESS • Fabulous Finish – Build a Pirate Ship that floats. Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	Our bodies Investigate: Do our muscles get stronger the more we exercise? Make a healthy meal for information leaflet. Animals including humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including	Living things and their habitats Forest Schools Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Living things and their habitats Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Living things and their habitats Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. 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.	Animals including humans (life cycles) Living things and their habitats 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.

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	<p>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>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>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	
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