

Willow Park School - Long Term Plan – Science – Rivelin (KS1/2)



Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Year 1	Chemistry <u>Everyday Materials</u> What are the properties of everyday materials?	Chemistry <u>Building and Comparing Materials</u> Compare and group building materials.	Biology <u>Body & Senses</u> Name body parts and senses.	Biology <u>Plants</u> The parts of a plant and explore common trees.	Biology <u>Living Things and their habitats.</u> Explore common garden and pond habitats.	Biology <u>Animal Kingdom</u> What do animals eat and how do you group living things?			
	Chemistry <u>Changing Materials</u> How do materials change?	Biology <u>Human lifestyle</u> How do we look after ourselves?	Biology <u>Plants</u> What does a plant need to grow?	Biology <u>Living Things and their habitats.</u> Explore habitats and understand living, dead and never been alive.	Biology <u>Seasons.</u> What are the differences between the seasons?	Physics <u>Space</u> Where do we live in the universe? What is day and night?			
KS 1 Skills	asking simple questions	observing closely, using simple equipment;	performing simple tests;	identifying and classifying;	using their observations and ideas to suggest answers to questions;	gathering and recording data to help in answering questions.			
Year 3	Chemistry <u>Rocks</u> What are the properties of everyday materials?	Physics <u>Forces and Magnets</u> To explore magnets and magnetic fields	Biology <u>Animals including Humans.</u> Systems in the human body and the importance of nutrition.	Biology <u>Plants</u> Plant requirements for life and water transportation.	Biology <u>Living Things and their habitats.</u> What impact do humans have on the environment? What are nocturnal animals?	Physics <u>Light</u> How are shadows made?			
	Chemistry <u>Materials states of Matter</u> Physical states, the water cycle.	Physics <u>Sound</u> How are sounds made?	Biology <u>Animals including Humans.</u> What happens to our food?	Biology <u>Plants</u> The life cycle of flowering plants. Seed dispersal.	Biology <u>Living Things and their habitats.</u> Food webs and chains. Ocean habitats.	Physics <u>Electricity</u> Simple series circuits, Electrical conductors, and insulators. Common appliances that run on electricity.			
Lower KS2 Skills	asking relevant questions	setting up simple practical enquiries,	making systematic and careful observations	gathering, recording, classifying and presenting data	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;	reporting on findings from enquiries, including oral and written explanations,	draw simple conclusions, make	identifying differences, similarities	using straightforward scientific evidence to answer questions
Year 5	Chemistry <u>Properties of changing Materials</u> What is a mixture? Separating materials.	Physics <u>Forces</u> What is a force? To explore contact and non-contact forces	Biology <u>Animals including Humans.</u> Reproduction in Animals. How do animals change with age?	Biology <u>Plants</u> Plant reproduction. How do plants change with age?	Biology <u>Animal Kingdom</u> Explore the difference in life cycles between mammal, amphibians, insects and birds.	Physics <u>Space</u> What is different about each of the planets? What is a lunar/solar eclipse?			
	Chemistry <u>Materials</u> Reversible and Irreversible changes. How do you make a solution?	Physics <u>Light</u> How does light travel? How do we see?	Biology <u>Animals including Humans.</u> What is the circulatory system?	Biology <u>Evolution</u> What are fossils? What is the scientific evidence for evolution?	Biology <u>Living things and their habitats</u> How are living organisms grouped?	Physics <u>Electricity</u> Explore the features of an electrical circuit. investigate variations in how components function			
Upper KS2 Skills	planning scientific enquiries	taking measurements, using a range of scientific equipment.	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and graphs	using test results to make predictions to set up further comparative and fair tests;	reporting and presenting findings from enquiries, results, in graphs	identifying scientific evidence that has been used to support or refute ideas or arguments.			