

## St Oswald's Science LTP

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<i>This is Me!</i>	<i>We're Going on a Bear Hunt...</i>	<i>Out of this World</i>	<i>People Who Help Us</i>	<i>New Life!</i>	<i>Once Upon a Time</i>
<b>Year 1</b>	<i>Animals, including humans – About me (Biology)</i>	<i>Animals, including humans – about animals (Biology)</i>	<i>Use of Everyday Materials 1 (Chemistry)</i>	<i>Exploring Everyday Materials 2 (Chemistry)</i>	<i>Introduction to Plants (Biology)</i>	<i>Weather and Seasons (Meteorology)</i>
<b>Y1 WS Focus</b>	<i>Evaluate – body parts</i>	<i>Interpret and report – animal classification</i>	<i>Ask questions and plan enquiry – reflection or transparency</i>	<i>Set up enquiry – floating and sinking</i>	<i>Observe and measure – leaf look or plant structure</i>	<i>Record – seasonal changes</i>
<b>Year 2</b>	<i>Living things and their habitats 1 – habitats from around the world (Biology)</i>	<i>Everyday Materials (Chemistry)</i>	<i>Diet and health (Biology)</i>	<i>Plants – Growth and care (Biology)</i>	<i>Animals, including humans – Growth (Biology)</i>	<i>Living things and their habitats 2 (Biology)</i>
<b>Y2 WS Focus</b>	<i>Interpret and report – nature spotters or living and non living</i>	<i>Set up enquiry – rocket mice  Ask questions and plan enquiry - waterproof</i>		<i>Observe and measure – compare growth</i>	<i>Evaluate - handspans</i>	<i>Record – woodlice habitats</i>
<b>Year 3</b>	<i>Rocks and soils (Geology)</i>	<i>Light (Physics)</i>	<i>Forces and magnets (Physics)</i>	<i>Animals, including humans – What makes us (Biology)</i>	<i>Exploring the world of plants (Biology)</i>	<i>Plants – lifecycles (Biology)</i>
<b>Y3 WS Focus</b>	<i>Interpret and report – rock reports</i>	<i>Record – making shadows</i>	<i>Set up enquiry – shoe grip and/or magnet test</i>	<i>Ask questions and plan enquiry – investigating skeletons</i>	<i>Evaluate – function of stems</i>	<i>Observe and measure – measuring plants</i>

<b>Year 4</b>	<i>Electricity (Physics)</i>	<i>States of matter (Chemistry)</i>	<i>Sound (Physics)</i>	<i>Living things and their habitats – nature and the environment (Biology)</i>	<i>Living things and their habitats – classifying (Biology)</i>	<i>Animals, including humans – food and digestion (Biology)</i>
<b>Y4 WS Focus</b>	<i>Observe and measure – Circuit products</i>	<i>Set up enquiry – drying materials</i>	<i>Ask questions and plan enquiry – investigating pitch  Interpret and report – string telephones</i>	<i>Record – local survey</i>		<i>Evaluate – teeth (eggs) in liquid</i>
<b>Year 5</b>	<i>Space: Earth, Sun and Moon (Physics)</i>	<i>Properties of material (Chemistry)</i>	<i>Changes of materials (Chemistry)</i>	<i>Forces (Physics)</i>	<i>Living things and their habitats (Biology)</i>	<i>Animals, including humans – explore lifecycles (Biology)</i>
<b>Y5 WS Focus</b>	<i>Record – craters</i>	<i>Set up enquiry- insulation layers</i>	<i>Ask questions and plan enquiry – dissolving or nappy absorbency</i>	<i>Evaluate – aquadynamic or marble run</i>	<i>Interpret and report – life cycle research</i>	<i>Observe and measure – growth survey</i>
<b>Year 6</b>	<i>Living things and their habitats (Biology)</i>	<i>Electricity (Physics)</i>	<i>Evolution and inheritance (Biology)</i>	<i>Animals, including humans – the heart and health (Biology)</i>	<i>Animals, including humans – blood and transportation (Biology)</i>	<i>Light (Physics)</i>
<b>Y6 WS Focus</b>	<i>Interpret and report – invertebrate research</i>	<i>Observe and measure – conductive dough</i>	<i>Evaluate – fossil habitats or egg strength</i>	<i>Set up enquiry – heart rate</i>	<i>Record – blood splatter (transition unit)</i>	<i>Ask questions and plan enquiry - Light questions</i>