

**LTP for Science at St Monica's Primary School**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Much of the learning in Year 1 can be done throughout the year using the school and the local environment. For example, plants can be observed to make a linked to seasonal change and weather at various different times. Materials could be linked to a different creative theme throughout the year.</b></p>						
Y1	Animals – Humans & Other Animals  <b>What animal am I?</b>		Material Properties – Everyday Materials  <b>What material will be best for Teddy's Coat?</b>		Plants: Common Names and Basic Structure  <b>How can I grow a bean?</b>	
<p>Light and Astronomy – Seasonal Change throughout the year <b>How do the seasons change?</b></p>						
<p><b>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant growth, changes in habitats across the seasons and life cycles of a variety of different animals (for example: chicks/other birds, tadpoles/frogs, caterpillars/butterflies, other mini-beasts, other young animals during trips to farms/zoos). This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time.</b></p>						
Y2	Health – How we stay healthy <b>How do I stay healthy?</b> Material Properties part 1	Animals - Animal survival and Habitats <b>Animals and humans: how similar are we?</b>	Material Properties – Uses of Materials  <b>Are bricks absorbent?</b>	Living Things-How we grow  <b>How can I tell if it's dead or alive?</b>	Animals –Animal growth  <b>Are there predators in the playground?</b>	Plants – Plant growth  <b>What do all plants need to grow?</b>
<p><b>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe plant lifecycles with a particular focus on the different parts of a plant (e.g. comparing fruits and seeds and looking for examples of pollination). This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time.</b></p>						
Y3	Material Properties - Rocks, Fossils and Soils <b>What are the properties a builder looks for in a rock when building house?</b>	Animals - Health/Nutrition Animals - Skeletons and Movement <b>What would happen if I didn't have a skeleton?</b>	Forces and Magnets <b>Are all metals magnetic?</b>	Light and Astronomy - Light, reflections and shadows <b>How did the Ancient Egyptians use obelisks to tell the time?</b>	Plants – Functions of Parts of a Plant <b>What methods of seed dispersal do plants use in the grounds of St Monica's?</b>	
<p><b>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify how a habitat changes. This could include a focus on the relationships between the plants and animals within a habitat. This could be done through an ongoing/monthly nature journal to observe, record and review over a period of time.</b></p>						
Y4	Sound <b>How do we make and hear sounds?</b>	Electricity <b>How do we make bulbs light up and turn off?</b>	Material Properties and Changes – States of Matter <b>How can water be in three different states on the same day?</b>	Environment – Living Things and Their Habitats <b>What links the living things in St Monica's grounds?</b>	Animals – Teeth, Eating and Digestion <b>How can we look after our teeth better?</b>	
<p><b>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plant and animal life cycles. This could be done through an ongoing/monthly nature journal to observe, record and review a variety of examples over a period of time.</b></p>						

Y5	Environment-observing life cycles What do all life cycles have in common?	Material Properties- Testing material properties Which materials would be best for making a warm coat?	Light and Astronomy- Earth and Space Why is the time of day different depending on where you live?	Material Changes- Reversible changes What happens to sugar in a hot cup of tea?	Material changes- irreversible changes Can the baking of a loaf of bread be reversed?	Forces-Effects on movement Why do car tyres have a tread?
<p><b>There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plants and animals that live there focusing on their adaptations for survival. This could be done through an ongoing/monthly nature journal to observe, record and review a variety of examples over a period of time and would support their learning and wider research in the 'Living Things and Their Habitats' unit and the 'Evolution and Inheritance' unit.</b></p>						
Y6	Light and Astronomy – How Light Travels Light How does a periscope help us to look over a wall?	Animals/Health – Exercise, Health and The Circulatory System What happens to our body when we run a mile?	Living Things and their Habitats Could a horn-billed platypus survive in Warrington?		Living Things and their Habitats – Evolution and Inheritance Why do giraffes have longer necks?	Electricity How does a burglar alarm work?