



**ALL KS1 and KS2 SCIENCE PLANNING TO BE TAKEN FROM** **AND EYFS SCIENCE PLANNING FROM**  
**White Rose Science schemes of work to be used to support the delivery of the PLAN and NC objectives.**

<b>Foundation Stage 1</b>	<p><i>Understand the need to care and respect the environment.</i><b>Plants</b> - Plant seeds and care for plants  <b>Seasonal Change</b> - Play and explore outside in all seasons and in different weather; understand the effect of changing seasons on the natural world around them.  <b>Forces</b> - Explore how to change how things work; explore different forces.  <b>Materials</b> Talk about different materials and changes they notice. Explore a range of materials, including natural materials and make with them; compare how materials change over time and in different conditions.  <b>Animals, including Humans</b> - Be aware and point out similarities and differences between ourselves, our friends and families; introduce the life cycle of a butterfly, observe and respect minibeasts, introduce adult animals and their offspring.</p>		
<b>Foundation Stage 2 (as FS1 but in addition)</b>	<b>Humans</b> – Naming Body Parts Using our 5 senses <b>Sound</b> - Listen to sounds outside and identify the source; make sounds <b>Light</b> - explore shadows and rainbows	<b>Living things and their habitats</b> - Explore plants and animals in the surrounding natural environment <b>Forces</b> - Explore how the wind can move objects	<b>Animals</b> - Name and describe animals that live in different habitats; describe different habitats (Madagascar) <b>Plants</b> - Grow plants <b>Forces</b> - Explore how objects move in water
<b>Year 1</b>	<b>Plants Steps (WRS1-2, 5-7)</b> Focus on trees ad begin observation of tree over time. <b>Seasonal Change Autumn</b> <b>Materials</b> <b>Seasonal Change Winter</b>	<b>Materials</b> – John Dunlop <b>The Human Body</b> <b>Planting A and B</b> <b>Seasonal Change Spring</b>	<b>Plants (WRS 1, 3, 4)</b> Focus on plants and flowers <b>Planting C</b> <b>Growing and Cooking</b> <b>Animals</b> <b>Seasonal Change Summer</b>
<b>Year 2</b>	<b>Plants (light and dark)</b> <b>Humans</b> <b>Growing Up</b>	<b>Materials</b> – Charles McIntosh <b>Plastic</b> <b>Plants</b> (bulbs and seeds)	<b>Living things and their habitats</b> <b>Wildlife</b>
<b>Year 3</b>	<b>Forces</b> – John Macadam <b>Magnets</b> <b>Rocks</b> – Professor Jim <b>Fossils</b>	<b>Skeletons</b> <b>Movement</b> <b>Nutrition and Diet</b> <b>Food and Waste</b> <b>Light</b>	<b>Soils</b> <b>Plants A and B</b> <b>Biodiversity</b>
<b>Year 4</b>	<b>The Digestive System</b> <b>States of matter</b> <b>Data Collection A</b> (plants and animals)	<b>Group and classify living things</b> <b>Habitats</b> <b>Deforestation</b> – Jane Goodall <b>Food chains</b> <b>Data Collection B</b> (plants and animals)	<b>Sound</b> <b>Electricity</b> <b>Sustainable Energy</b> <b>Data Collection C</b> (plants and animals)
<b>Year 5</b>	<b>Properties of materials</b> – Spencer Silver and Arthur Fry <b>Reversible and Irreversible changes</b> <b>Plastic Pollution</b>	<b>Forces</b> <b>Space</b> <b>Global Warming</b>	<b>Animals, including humans</b> <b>Life Cycles</b> <b>Reproduction A</b> <b>Reproduction B</b>
<b>Year 6</b>	<b>Variation</b> <b>Adaptations</b> <b>Fossils</b> <b>Light</b>	<b>Light Pollution</b> <b>Electricity</b> <b>Renewable Energy</b> <b>Living things and their habitat</b>	<b>The Circulatory System</b> – Santorio Santorio <b>Diet, drugs and lifestyle</b> <b>Themed Projects</b>

