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**Science Long-term Curriculum Planning**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year R**  (taught through texts, key experiences, guided activities and interactions as children access the continuous and enhanced provision) | Ourselves – facial features, similarities and differences  Seasonal change – Autumn | Seasonal change – Winter | Exploring materials and changing states of matter | Animals in familiar environments  Seasonal change - Spring | Minibeasts  Growing  Ourselves – our bodies, keeping healthy | Seasonal change – Summer  Animals in contrasting environments  Ourselves - babies |
| **Year 1** | Ourselves | Wonderful Weather | Let’s Explore Materials | Marvellous Materials | What’s growing in our gardens? | Animal detectives |
| Longitudinal study – Are our school grounds the most colourful in Autumn? | | | | | |
| **Year 2** | Animal Habitats – Dead or Alive? | Materials Matter | All about Diet and Health | Thriving Plants | Habitats around the World | Growth |
| Longitudinal study – How can we attract the most minibeasts to our bug hotel throughout the year? | | | | | |

For the progression of knowledge and skills in Science, explaining in more detail what is covered in each unit, please click **here**.