

EYFS, KS1 SCIENCE & HUMANITIES LONG TERM PLAN

	AUTUMN	SPRING	SUMMER
1	<p>People Who Help Us Begin to develop an understanding that there are people who can help us when we have a problem or are in danger Begin to develop an understanding of how to ask for help</p>	<p>Journeys Begin to develop an understanding of differences in the environment Begin to develop an understanding of the ways in which we can travel from one place to another</p>	<p>Me & My Body Recognise self as distinct from others Look at the past and present in relation to self Explore the five senses Respond to stimuli using the five senses</p>
2	<p>Weather & Seasons Begin to develop an understanding that the weather changes throughout the year Begin to develop an understanding that trees and plants have a life cycle</p>	<p>Clothes Begin to develop an understanding that we need different clothes according to the weather and the activity we are going to do Begin to develop an understanding that the materials clothes are made from differs according to whether we need to keep warm or stay cool.</p>	<p>My Home & Family Begin to develop an understanding that their home and family are distinct from other settings and relationships (e.g. school, friends, strangers) Begin to develop an understanding of themselves in relation to different members of the family Begin to develop an understanding of their home environment.</p>
3	<p>Plants & Animals Begin to understand that living things may be plants or animals Begin to know what is a plant and what is an animal Begin to understand that animals and plants need food and water to stay alive and grow</p>	<p>My Town Begin to understand that they live in a town Begin to understand that a town is made up of homes, shops and other 'amenities' (parks, swimming pools, libraries, cinemas, etc.)</p>	<p>Food & Drink Begin to develop an understanding that we need to eat food and drink water when we are hungry and thirsty Begin to develop an understanding that we need to eat a range of different foods to stay healthy Begin to develop an understanding that foods change when they are cooked</p>

KS2 SCIENCE & HUMANITIES LONG TERM PLAN

	AUTUMN	SPRING	SUMMER
1	<p>Festivals & Celebrations</p> <p>Begin to develop an understanding that certain days are special and different</p> <p>Begin to develop an understanding that these are marked by celebrations where people meet together and eat special food or do special things, such as sing or dance</p>	<p>Transport</p> <p>Begin to develop an understanding that there are different ways in which we can travel from one place to another</p> <p>Begin to develop an understanding that some modes of transport travel on roads, some on water and some in the air.</p> <p>Begin to develop an understanding that their choice of transport depends on the distance they are travelling.</p>	<p>My Body</p> <p>Begin to develop an understanding that different organs in their body have different functions</p> <p>Begin to name significant body parts and identify where they are</p>
2	<p>My City</p> <p>Begin to develop an understanding of the features of where they live</p> <p>Begin to develop the ability to locate places on a simple plan or map</p>	<p>Food & Drink</p> <p>Begin to extend their understanding of the need to eat and drink to stay healthy</p> <p>Begin to extend their understanding of the way food and drink changes when it is cooked or frozen</p>	<p>Materials</p> <p>Begin to develop their understanding that materials have different properties (hard, soft, strong, etc)</p> <p>Begin to develop their understanding that materials have different functions (e.g. to wear, build with, etc.)</p>
3	<p>Plants & Animals</p> <p>Begin to develop understanding that living things may be plants or animals</p> <p>Begin to recognise what is a plant and what is an animal</p> <p>Begin to develop an understanding of plants and animals' basic needs</p>	<p>Light & Dark</p> <p>Begin to develop an understanding that it is light during the day and dark during the night</p> <p>Begin to develop an understanding of the source of natural and artificial light</p>	<p>My School Community</p> <p>Begin to develop an understanding of the factors that make up their school (buildings, facilities, teachers, children)</p> <p>Begin to develop an understanding of the purpose of their school (learning and fun) –</p> <p>Begin to develop a sense of time (e.g. sequence of the day)</p>
4	<p>Weather & Climate</p> <p>Begin to develop an understanding of the different features of weather</p> <p>Begin to develop an understanding that weather changes during the year</p>	<p>Caring for Animals</p> <p>Begin to develop an understanding of what animals need in order to grow and thrive</p>	<p>Buildings</p> <p>Begin to develop an understanding that buildings are made of different materials</p> <p>Begin to develop an understanding of the features that make buildings different</p>

KS3 SCIENCE & HUMANITIES LONG TERM PLAN

	AUTUMN	SPRING	SUMMER
1	<p>Caring For Plants Develop and extend understanding that plants are living things Develop and extend understanding of what plants need to grow and thrive Begin to develop an understanding of what they need to do in order to grow plants</p>	<p>Travel & Transport Continue to develop understanding of the different ways in which we can travel from one place to another Continue to develop understanding that some modes of transport travel on roads, some on water and some in the air. Continue to develop an understanding that choice of transport depends on the distance travelling.</p>	<p>Farms & Farming Begin to develop an understanding that the food is grown (plants) and reared (animals) on farms.</p>
2	<p>Our World & How to Look After It Begin to develop an understanding of the ways in which they can care for their environment</p>	<p>Forces & Motion Begin to develop an understanding of forces as pushes and pulls Begin to develop an understanding of floating and sinking and magnets</p>	<p>Changes Begin to develop an understanding that living things and materials change Begin to develop an understanding that some changes are permanent</p>
3	<p>Making Things Develop an understanding that things they use are constructed for a purpose Develop an understanding of the need to use appropriate materials for the purpose</p>	<p>Healthy Eating Continue to extend their understanding of the need to eat and drink to stay healthy Begin to develop their understanding of the need to choose a variety of foods to stay healthy Continue to extend their understanding of the way food and drink changes when it is cooked or frozen</p>	<p>Finding Our Way Around Begin to develop an understanding of ways in which they can use simple maps and landmarks to find their way from one place to another</p>

KEY STAGE 4 LONG TERM PLAN (Accreditation: Transition Challenge)			
	AUTUMN	SPRING	SUMMER
1	<p>CATERING Grouping & Classifying Materials</p> <p>Begin to identify properties & group and classify materials as solids, liquids and gases Predict results of simple investigations Obtain and present simple evidence Begin to make simple comparisons</p>	<p>OFFICE SKILLS Electricity & Magnetism</p> <p>Complete and make a simple series circuit Identify common conductors and insulators Recognise electrical hazards in the home / office and follow rules to reduce these hazards Follow basic safety rules relating to electricity Test a range of materials for magnetism Make and test predictions Make and communicate simple observations</p>	<p>HORTICULTURE Variation, Classification & Maintenance of Life</p> <p>Recognise individual members of the same species Identify similarities between individuals of the same species Sort and classify organisms into simple groups according to observable features Understand that plants are the basis of other life Make and test simple predictions Make and present observations and simple measurements</p>
2	<p>HOSPITALITY & EVENTS Changing Materials & Their Properties</p> <p>closely observe changes that occur when materials are heated or cooled Observe and compare objects and communicate / record the differences using simple scientific vocabulary Predict the results of simple investigations Begin to communicate whether what happened was what they expected</p>	<p>RETAIL Humans as Organisms inc. Reproduction</p> <p>Gain a basic understanding of the respiratory system and how it helps to maintain activity Recognise ways in which exercise, smoking and drugs can affect our health Know the stages of human reproduction Identify some of the risks of unprotected sex, including pregnancy and STIs and how to protect against these using contraception Predict the results of simple investigations Make careful observations</p>	<p>ENVIRONMENT & CONSERVATION Forces & Sound</p> <p>Experience the movement of the body and cause and effect reactions Try out different movements and observe the effects on different materials Recognise a force as a push or a pull Make and change sounds Locate and identify different kinds of sounds Hear sounds in the environment including those that have special meaning Predict the results of simple investigations Make observations and simple measurements</p>

KEY STAGE 5			
Employment Pathways – Pupils select one pathway per year. (Accreditation: Towards Independence/ <i>Personal Progress</i>)			
	AUTUMN	SPRING	SUMMER
Catering Assistant (CA)	CA Preparing for the workplace	CA Health and Safety	CA Me at Work
Horticulture Assistant (HA)	HA Preparing for the workplace	HA Health and Safety	HA Me at Work
Leisure Assistant (LA)	LA Preparing for the workplace	LA Health and Safety	LA Me at Work
Office Assistant (OA)	OA Preparing for the workplace	OA Health and Safety	OA Me at Work
Retail Assistant (RA)	RA Preparing for the workplace	RA Health and Safety	RA Me at Work
Practical Workshop Assistant (WA)	WA Preparing for the workplace	WA Health and Safety	WA Me at Work