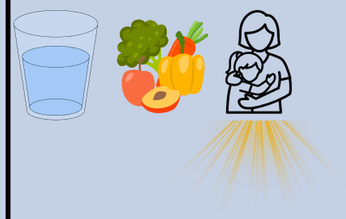
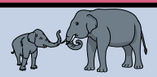
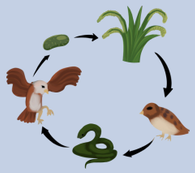
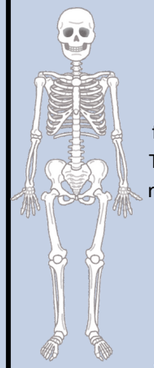
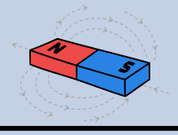
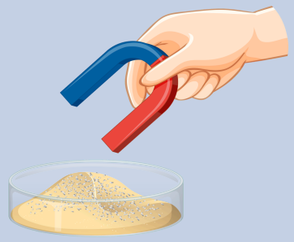
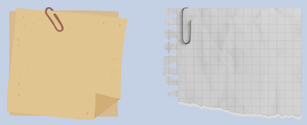
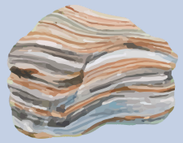
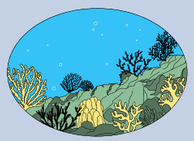
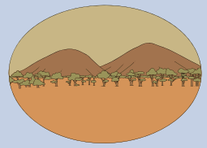
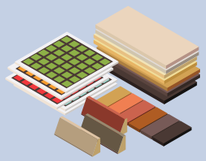
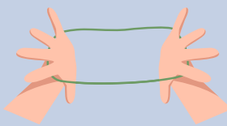
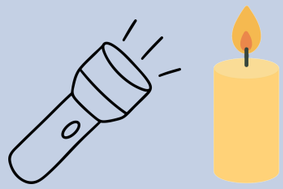
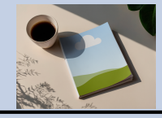
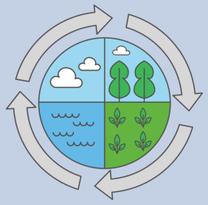
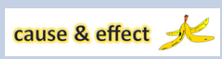
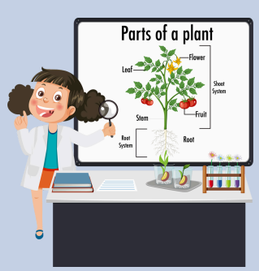
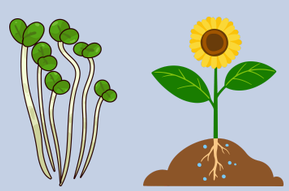
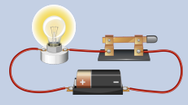
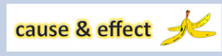
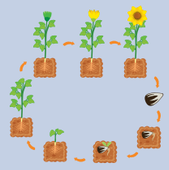
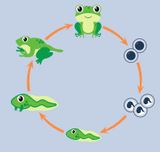
Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 2 **3 Year Rolling Plan** Year A 2023 - 2024 Year A 2025 - 2026 Year A 2027 - 2028 **Autumn Term** Living things and their Habitats	What do animals need to live and survive?	living dead survive food water warmth organism habitat microhabitat predator prey diet nutrition skeleton muscles nutrients microorganisms bacteria	 Children can sort and classify things as living, dead, or never alive. They describe simple features of living things and identify their basic needs such as water, food and warmth. They understand that animals need suitable conditions to survive.	 Children describe how animals and humans have offspring that grow into adults. They explain survival needs including air, food, water and shelter. They understand simple food chains and can name sources of food such as plants or prey.  comparison	 Children identify that animals need the right types of nutrition and that they obtain food from what they eat. They can explain the role of skeletons and muscles for protection, movement and support. They describe how changes to habitats affect survival. 	 SE1 – Children observe closely and describe how germs (glitter) spread through touch, recording what they notice using drawings, tallies or simple notes. SE3 – Children use scientific vocabulary to explain what happened in the investigation and suggest ways to reduce the spread of germs based on their findings.	SE3 Perform simple test. Set up a test where pupils have glitter mixed with washing up liquid on their hands and then get on with the lesson. Later, look for glitter around the room. SE5 Use their observations and ideas to suggest answers to questions. After looking at the amount of glitter everywhere they come to conclusions about how germs spread.
Phase 2 **2 Year Rolling Plan** Year A 2023 - 2024 Year A 2025 - 2026 Year A 2027 - 2028 **Spring 1** Forces and Magnets	What is the most surprising use of a magnet?	Force Push Pull Movement Surface Friction Magnet Magnetic Attract Repel Pole Magnetic Field Contact Force Non-Contact Force Material	Pupils explore how pushes and pulls affect the movement of objects and investigate how different surfaces influence how things move. They take part in simple magnetic investigations to test which everyday materials are attracted to a magnet. This early exploration helps them recognise that some objects move because they are being pulled by a magnet, while others do not.	Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	**Can we predict which objects attract a magnet?** SE1: Ask simple questions and recognise that they can be answered in different ways. SE2: Observe closely, using simple equipment to gather information.  cause & effect	SE2 Test to see which materials/objects will prevent a paperclip from being magnetised to a magnet. SE2 Test 10 different objects/materials. Place different materials between a magnet and a paperclip. SE4 Predict then test each material/object and record in a table. SE8 What similarities/differences are there between the sorted materials?
Phase 2 **2 Year Rolling Plan** Year A 2023 - 2024 Year A 2025 - 2026 Year A 2027 - 2028 **Spring 2** Forces and Magnets	What makes a car travel the furthest?	Force Push Pull Surface Friction Smooth Rough Distance Measure Prediction Results Conclusion	Children learn to spot pushes and pulls in everyday situations and describe how objects move. They use simple terms like fast, slow and stop to talk about changes in movement. Their focus is recognising that forces make things move. 	comparison Pupils explore how different surfaces affect how far or how quickly an object moves. They begin to compare surfaces and notice patterns, using measurements to support their ideas. They start using early scientific vocabulary such as smooth, rough and friction. 	Learners explain movement using scientific ideas about friction, resistance and surface texture. They use evidence from tests to justify why a car travels further on some surfaces than others. Their focus is understanding cause and effect in forces. 	SE1: We ask questions about how the car moves on different surfaces and make simple predictions about what will happen. SE2: We help plan and carry out a fair test by keeping things the same except for the surface, and we test each surface more than once. cause & effect	SE3: We describe or measure how far the car travels and record our results clearly using words, numbers, or tables. SE4: We look for patterns in the results and explain which surface made the car travel furthest, using scientific language such as friction, smooth, and rough.

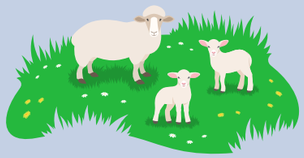
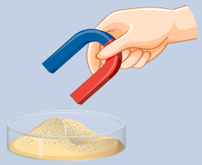
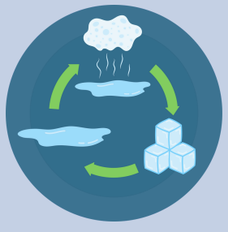
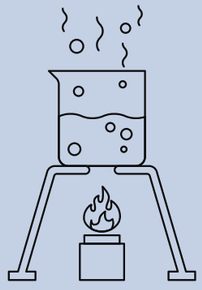
Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 2 **2 Year Rolling Plan** Year A 2023 - 2024 Year A 2025 - 2026 Year A 2027 - 2028 **Summer Term** Rocks and Soils	How are rocks the same, how are rocks different and how can rocks transform into new rocks? 	Rock Soil Pebble Texture Hardness Absorbent Sedimentary rock Igneous rock Metamorphic rock Fossil Erosion Permeable Impermeable Organic matter Weathering	Pupils explore the basic physical properties of everyday materials, including natural materials such as rocks and soils. They compare and sort these materials by qualities like hardness, texture, appearance, and absorbency. 	Children compare and group materials, including different types of rocks, using more detailed observable features. They learn that some materials can change shape when squashed, bent, twisted, or stretched, and link this to how rocks and soils behave under pressure. 	cause & effect Pupils deepen their knowledge by comparing and grouping rocks based on their appearance and physical properties, learning to identify sedimentary, igneous, and metamorphic rocks. They describe how fossils are formed and recognise that soils develop from rock and organic matter. Pupils also investigate how rocks change over time through processes such as erosion and weathering, strengthening their understanding of change and cause and effect in the natural world. change	**Are all rocks as hard as each other?** SE1b: Observe closely using simple equipment. SE2 Create ways to test the hardness of different rocks E.g sandpaper SE4 Classify rocks based on their tests. SE5 Record finding in their own way.	SE6 Attempt to place rocks in order of hardness. SE7 Raise further questions from results such a the big question, do rocks stay the same forever? 
Phase 2 **2 Year Rolling Plan** Year B 2024 - 2025 Year B 2026 - 2027 Year B 2028 - 2029 **Autumn Term** Animals including humans	 Could all animals live in the same habitat?	living dead never alive habitat microhabitat food chain carnivore herbivore omnivore nutrition survival offspring depend predator prey environment adapt classify	comparison Pupils identify and name a variety of common animals, describe simple physical features and classify animals by what they eat. 	Pupils identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. change	Pupils learn about habitats including microhabitats. They describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	**Could all the characters in Madagascar really live together?** SE1 Observe closely. Look closely at the range of different animals. SE2 Identifying and classifying. Group animals based on different criteria e.g. appearance, diet and habitat.	 SE4 Using their observation and ideas to suggest answers to questions. Answer the enquiry question giving reasons.
Phase 2 **2 Year Rolling Plan** Year B 2024 - 2025 Year B 2026 - 2027 Year B 2028 - 2029 **Spring 1** Uses of everyday materials	Materials and their properties 	fair test waterproof absorbent transparent opaque rigid flexible stretch squash twist bend solid suitable properties material	Pupils identify and name a variety of everyday materials such as wood, plastic, glass, metal, water and rock, and describe their simple physical properties. They begin to compare materials based on what they look and feel like. comparison	 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. change	SE2 Observe closely the use of everyday materials. Pupils look carefully at materials to notice their properties, such as whether they are waterproof, absorbent, rigid or flexible, and describe what they see. 	SE4 Identify and classify the uses of everyday materials. Pupils group materials according to their properties and decide which materials are suitable for particular purposes, explaining their choices. SE6 Gather and record data to help in answering questions. Pupils test materials using simple fair-test criteria (such as absorbency or strength), record their results in a table or chart, and use this information to draw a conclusion.

Consortium Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 2 **2 Year Rolling Plan** Year B 2024 - 2025 Year B 2026 - 2027 Year B 2028 - 2029 **Spring 2** Light	Light 	Light Dark Shadow Reflect Transparent Opaque Translucent Light source Sun Torch Mirror Block Surface Brightness Protect	Pupils begin by identifying natural and artificial light sources and understanding that some objects allow light to pass through while others do not 	Recognise that they need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 	change Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. 	SE1 pupils ask simple scientific questions and recognise that these can be answered in different ways, including through observation, discussion and practical enquiry, allowing them to investigate how light helps us see and why different materials behave differently when light shines on them. 	cause & effect SE2 setting up simple practical enquiries, comparative and fair tests. SE8 looking for patterns in what happens to shadows when the light source moves and the distance between the light source and the object changes.
Phase 2 **2 Year Rolling Plan** Year B 2024 - 2025 Year B 2026 - 2027 Year B 2028 - 2029 **Summer 1** Plants	Plants	Root Stem Leaf Flower Seed Bulb Trunk Growth Soil Light Water Germination Dispersal Maturity Life cycle	Pupils observe and name common plants, identify basic plant parts. culture & community 	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Pupils compare different types of plants and their features, recognise stages in a plant's life cycle, and investigate how conditions affect growth. 	 SE2 Observing with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. Observe similar plants at different stages of growth. 	SE3 Setting up a comparative test to show that plants need light and water to stay healthy. SE6 Gathering and recording data to help in answering questions. change
Phase 2 **2 Year Rolling Plan** Year B 2024 - 2025 Year B 2026 - 2027 Year B 2028 - 2029 **Summer 2** Plants	If there were no leaves would plants still live? 	leaf stem root flower seed soil sunlight water growth germination nutrients transport reproduction pollen	Learn to describe the basic plant structure and observe simple growth over time. 	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Can plants grow without soil?** SE2 Plant the following plants in both soil and sand and monitor, A cactus, a tomato plant and cress. SE3 Observe the plants over a 4-week period. Decide on the variable to monitor. Amount of growth, colour etc. SE5 Make a series of observational drawings to show what is happening to plants over the 4 weeks. SE7 Explain what happened to the plants and draw conclusions cause & effect	**How do plants transport water?** SE2 Place flowers in coloured water and observe the change in colour of the petals. SE2 Create a experiment to blend the colours to see if a flower will absorb the colours together ie yellow and blue dye – will the petals go green or some stay blue and some stay yellow. SE6 Report on findings from enquries, including oral and written explanations, displays or presentations of results and conclusion.

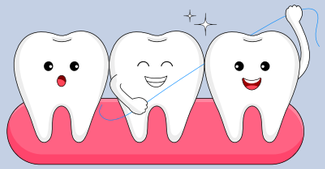
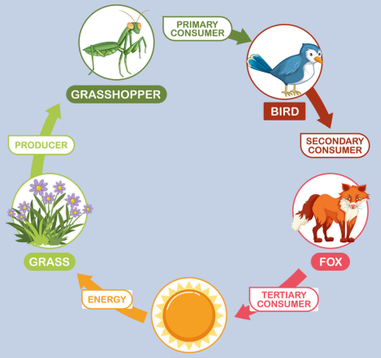
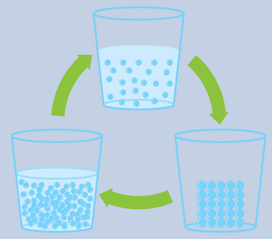
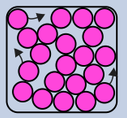
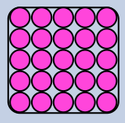
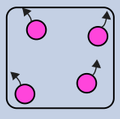
Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 2 3 Year Rolling Plan Year C 2027 - 2028 **Autumn Term** Animals Including Humans	How do humans stay healthy and how do our senses help us understand the world?	heart healthy exercise food sleep clean wash rest energy tired senses touch taste smell hearing sight heart rate hygiene pulse hydration	Children learn that humans have five senses, which help us understand and stay safe, and that exercise, healthy food, sleep and hygiene keep us well. They begin to describe what each sense does, talk about how their bodies feel after activity, and understand that we use our senses every day. Children then use their senses to explore objects, describe simple changes they notice during activities, and sort foods by colour, smell or texture.	Children learn that each sense links to a body part, that senses can be stronger or weaker in different situations, and that exercise increases heart rate and energy. They explain why senses keep us safe, compare different smells, tastes and textures, and describe why heart rate rises during activity. 	 Children learn that senses send information to the brain, that taste comes from taste buds with different flavours, and that aspects of health such as pulse and steps can be measured. They explain how senses help us stay safe and make decisions, compare different sensory stimuli like sounds, lights and flavours, and understand how exercise affects the heart and the senses.	**Which smell is the strongest?** SE3: Make observations by sorting objects by sense and carrying out a simple test to find which smell is strongest. SE4: Record findings using simple methods such as pictograms or tally marks. 	 **How does our body and our senses change after exercise?** SE3: Make observations and take measurements by checking pulse before and after exercise and investigating how far away a sound can be heard. SE4: Record results clearly using tables, charts and diagrams.
Phase 2 3 Year Rolling Plan Year C 2027 - 2028 **Spring Term** Uses of Everyday Materials	What makes a material the best for a job?	absorbent waterproof flexible rigid strong weak durable surface texture insulate conductor (of heat) property investigate fair test variable measure results recommend	 Pupils learn to name everyday materials and describe their simple properties. They sort and group materials based on what they are like, and identify what objects are made from and why those materials are used.	Pupils learn to compare materials by testing their properties, such as absorbency, flexibility and strength. They identify why certain materials are chosen for specific purposes and explain their suitability. 	Children build on their knowledge by carrying out more structured investigations to compare materials in depth. They measure properties such as absorbency, flexibility, strength and insulation using simple tools and consistent methods. 	**Which material bends the most without breaking?** SE2 Pupils can plan a simple test by keeping the size of each material the same and only changing the type of material. SE3 Pupils can measure how far each material bends using a ruler to collect accurate results. SE5 Pupils can look for patterns in how flexible each material is based on the measurements. Pupils can use my results to explain which material is the most flexible and why.	**Which material absorbs the most water?** SE2 Pupils can plan a simple test by keeping the cloth size and amount of water the same and only changing the material. SE3 Pupils can count the number of drops each material absorbs to collect accurate results. SE5 Identifying patterns: Pupils can look for patterns in how much water each material can soak up.
Phase 2 3 Year Rolling Plan Year C 2027 - 2028 **Summer Term** Plants	Do all plants grow in the same way?	root stem leaf shoot seedling species compare observe measure height variation pattern conclusion growth similarities differences	Children learn that different plant species grow in different ways and at different rates. They know the basic parts of a plant and what each plant needs in order to grow well. They also understand that even plants of the same species can still show small differences. 	Children compare two or more plant types and explain differences in their growth. They notice patterns in height, leaf number or growth speed. They understand that differences are caused by plant type, not just the environment. 	Different plants have features that help them grow, and these can be compared between species. Growth changes over time can be described using scientific vocabulary, and plants may still vary even when grown in the same conditions. Simple reasons for these differences can be suggested, and careful observational drawings can show details such as leaf shape, stem height and colour.	**Do all plants grow in the same way?** SE3 Pupils can measure plant growth accurately using simple tools such as a ruler. SE4 Pupils can record my observations and measurements in a table or simple graph. SE6 Pupils can use the evidence they have collected to explain how each plant grew and why there were differences. 	

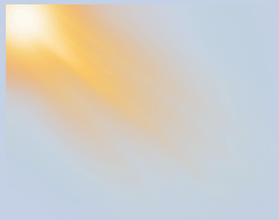
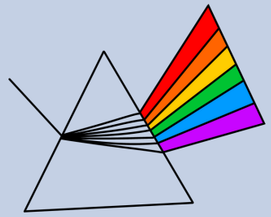
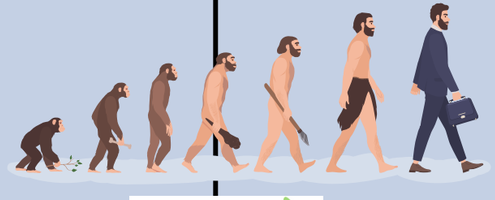
Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 2 3 Year Rolling Plan Year C 2027 - 2028 **All Year** Seasonal Changes	The Four Seasons	Autumn Winter Spring Summer Rain Wind Snow Hail Sun	Make a weather chart to describe the different types of weather in each of the seasons. Investigate how our clothes change throughout the seasons.		Describe the changes in weather throughout the seasons and how this effects our outdoor learning environment.	SE1 The changes that take place throughout the seasons. SE2 That the weather changes depending on the season. 	SC3 The length of the day changes throughout the year.
Science MTP	Engages with debate	Vocabulary	Objectives		Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year Rolling Plan** Year A 2024 - 2025 Year A 2027 - 2028 **Autumn Term** Light	How does electricity power applicances?	Series Circuit Parallel Motor Buzzer Bulb Switches Current Voltage Cells Batteries Symbols Components Complete Incomplete	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit . Recognise some common conductors and insulators, and associate metals with being good conductors. 	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	SE5 Build and draw simple circuits using wires, cells, switches, buzzers, bulbs and motors. SE8 Investigate what happens when more voltage or more appliances are added to a simple circuit. 	 **Do all materials conduct electricity?** SE2 Set up a comparative test. Children test different items in a circuit to see if they are conductors or insulators of electricity? SE5 Reporting on findings from investigating which materials are conductors and which materials are insulators of electricity. SE7 Make simple conclusions about the voltage of a circuit and the brightness of a bulb.

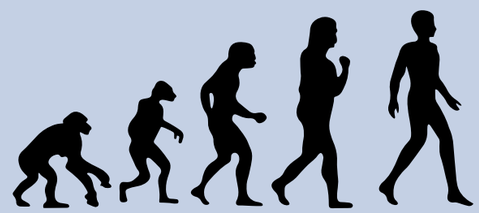
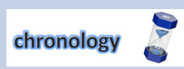
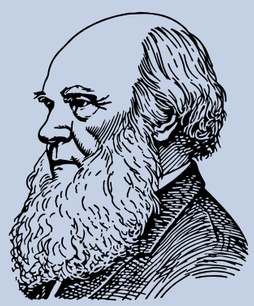
Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year Rolling Plan** Year A 2024 - 2025 Year A 2027 - 2028 **Spring 1** States of Matter	How are solids, liquids and gases connected?	Solids Liquids Gases Particles Cooled Heated Melt Water Vapour Water Cycle Condensation Evaporation Precipitation	comparison Compare and group materials together, according to whether they are solids, liquids or gases. 	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celcius. change	**Does the surface area affect how fast water evaporates?** SE2 Setting up a fair test to investigate evaporation. 	SE5 Record findings in a table or bar chart using scientific language. SE9 Using scientific evidence to support their findings.
Phase 3 **3 Year Rolling Plan** Year A 2024 - 2025 Year A 2027 - 2028 **Spring 2** Sound	How can we change the sound we hear?	Vibration Soundwave Volume Amplitude Pitch Ear Particles Distance Soundproof Absorb Vacuum Eardrum	cause & effect Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. 	 Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	**Can we change the pitch and volume of sounds?** SE2 Set up a test to explore pitch. Put different amounts of water in bottles and blow across the top to hear the pitch. SE6 Children put the bottles in order of pitch and explain what they notice. SE8 Can they identify any patterns? SE9 Children use what they have learnt to explain their findings. 	
Phase 3 **3 Year Rolling Plan** Year A 2024 - 2025 Year A 2027 - 2028 **Summer 1** Life Cycles	Do all animals develop from young in the same ways?	Life cycle Metamorphosis Mammal Monotreme Marsupial Amphibian Reptile Insect Sexual Reproduction Fertilisation Vocabulary associated with life cycles including a plant, frog and caterpillar	 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. change	comparison  Record the life cycles of mammals, amphibians, insects and birds using scientific diagrams with labels. 	

Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year Rolling Plan** Year A 2024 - 2025 Year A 2027 - 2028 **Summer 2** Evolution and Inheritance	Why do we look like our families?	Evolution Adaption Civilisation Inheritance Inherited Variation Genes Genetic Environmental 	comparison Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 		culture & community **Why do we look like our families?** SE1 Planning a scientific enquiry using family trees to identify variation and inherited characteristics. SE5 Recording and presenting findings. 	
Phase 3 **3 Year Rolling Plan** Year B 2025 - 2026 Year B 2028 - 2029 **Autumn Term** Properties and changes in materials	How can materials be used and how can they be changed? change	 Solubility Mixture Pure Conductivity Filtering Sieving Evaporating Thermal Conductor Insulator Reversible Irreversible	 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 		comparison SE5: Grouping and comparing materials. SE1 & SE2: Investigating dissolving substances. SE2: Separating mixtures. 	

Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year Rolling Plan** Year B 2025 - 2026 Year B 2028 - 2029 **Spring 1** Properties and changes in materials	 What would fall faster a feather or a bowling ball? 	Forces Gravity Gravitational Pull Weight Mass Friction Air resistance Water resistance Buoyancy Streamlined Mechanism Upthrust Newtons	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 	cause & effect Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	 **Which material will make the best parachute?** SE1 Children plan to make and test 3 parachutes and decide on variables. SE2 Children drop parachutes and record measurements. SE3 Children record data and results on a graph. SE4 Use results to come to conclusion about what makes the best parachute. challenge	
Phase 3 **3 Year Rolling Plan** Year B 2025 - 2026 Year B 2028 - 2029 **Spring 2** Earth and Space	How is the movement of the Earth, sun and moon connected? 	Sun Star Moon Planet Sphere Spherical bodies Satellite Orbit Rotate Axis Geocentric model Heliocentric model Astronomer Moon phases	Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		 **How does the moon appear to change shape?** SE1 Children keep a moon diary over a two week period and then discuss their findings. SE3 Each night record the shape of the moon they see, what the weather conditions are like and the time of the evening. SE4 Use the results to predict the next lunar cycle. change	
Phase 3 **3 Year Rolling Plan** Year B 2025 - 2026 Year B 2028 - 2029 **Summer Term** Human Body	 How do our bodies work?	Vertebrates Organs - Heart Circulatory system Oxygenated Deoxygenated Veins Blood vessels Blood Capillaries Digestive system Bowel Large and small intestine Stomach	Describe the simple functions of the basic parts of the digestive system in humans. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. 	 SE6: Pupils investigate how the digestive system breaks down food. 	cause & effect SE6: Investigate how our heart rate changes when at rest, during and after exercise. Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 **Autumn 1** Food Chains	How can environmental changes impact food chains?	Incisors Canines Molars Milk teeth Wisdom teeth Enamel Carnivores Omnivores Herbivores Producer Consumer Food chain Food Web	 Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. 		SE2 Plan a fair test to identify which liquids cause the most damage to the enamel on our teeth. 	 SE2 Compare the teeth of carnivores, omnivores and herbivores. SE6 Use information from scientific enquiry to draw labelled food chains.
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 **Autumn 2** States of Matter	Can we change states of matter?	 Solid Liquid Gas Particles Reversible Sublimination Melting Freezing Reversible Irreversible Evaporation Condensing, Vapour Viscosity	 Compare and group materials together, according to whether they are solids, liquids or gases. 	 Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	SE4 Compare and classify materials into solids, liquids and gases. SE4 Describe, using diagrams, the particle structure of solids, liquids and gases. 	SE9 Observe and explain how melting and cooling can turn solids into liquids which can be a reversible change. SE2 Plan an investigation into the viscosity of different liquids.

Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 **Spring 1** Light	Light	Source Reflect Refract Rays Beams Shadow Incident Reflected Illusion Transparent Opaque Translucent Distorted Colours Visible Spectrum Wavelength	 Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them . 	SE1 Investigate how light travels through some materials and creates shadows. SE1 Investigate the properties of a shadow by completing a fair test. SE3 Use diagrams to show incident and reflected rays of light.	 SE2: Explore how light can be refracted to distort images. SE5: Use prisms to create the visible spectrum
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 **Spring 2** Plants	Plants	Reproduction Adaptation Classify Evolution Micro-organisms Characteristics Mammal Amphibian Insect Bird Taxonomist Key Bacteria Viruses Fungi Microorganism Microscope Species	Describe the life process of reproduction in some plants and animals. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	 SE2: Growing plants from seeds and bulbs.	SE5: Growing a geranium from a parent plant

Science MTP	Engages with Debate	Vocabulary	Objectives	Objectives	Scientific Enquiry	Scientific Enquiry
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 **Summer 1** Plants	 How are animals similar and different?	Organisms Life processes Respiration Sensitivity Reproduction Excretion Nutrition Habitat Extinct Environment Endangered species Classification Vertebrates Invertebrates Specimen Characteristic 	 Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 		 SE3: Use classification keys to identify and group animals living in the local area.	
Phase 3 **3 Year rolling plan** Year C 2026 - 2027 Year C 2029 - 2030 Summer 2 Evolution and Inheritance	How have living things changed overtime?	Adaptive Trait Characteristic Habitat Evolution Environment Extinct Gradual Natural selection Selective pressure, Camouflage principle of evolution, Favourable trait Descended Observable	 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	  SE6: Find out about how Charles Darwin developed his ideas on evolution.