

Wrockwardine Wood Infant School & Oakengates Nursery Federation  
 'Love, Laugh, Learn'  
 Science Long Term Planning

Year 1	1st Half term	2nd Half Term
Autumn	<p style="text-align: center;"><b>Sept - Oct</b></p> <p><i>Living things and their habitats</i></p> <p><b>Plants</b></p> <p><b>Weather and seasonal change</b>                      Investigation: Which week will be the rainiest?                      (Observing over time)</p>	<p style="text-align: center;"><b>Nov - Dec</b></p> <p><i>Living things and their habitats</i></p> <p><b>Humans</b>                      Investigation: Do people with bigger feet need bigger gloves?                      (Pattern seeking)</p>
Spring	<p style="text-align: center;"><b>Jan-Feb</b></p> <p><i>Living things and their habitats</i></p> <p><b>Materials</b>                      Investigation: Which fabric is the most absorbent?                      (Fair testing)</p>	<p style="text-align: center;"><b>Feb-March</b></p> <p><i>Living things and their habitats</i></p> <p><b>Animals</b>                      Investigation: How do scientists group animals?                      (Research/Grouping &amp; Classifying)</p> <p><b>Weather and seasonal change</b>                      Inquiry: How has the Oak tree changed from autumn to winter?                      (Observing over time)</p>
Summer	<p style="text-align: center;"><b>April – May</b></p> <p><i>Living things and their habitats</i></p> <p><b>Plants</b></p> <p>Investigation: Do all daisies have the same number of petals?                      (Pattern seeking)</p>	<p style="text-align: center;"><b>June - July</b></p> <p><i>Living things and their habitats</i></p> <p><b>Insects</b>                      Investigation: What insects are living in our school grounds?</p> <p><b>Weather and seasonal change</b>                      Investigation: It was chilly this morning but now it's really warm. How does the temperature change throughout a summer's day?                      (Observing over time)</p>

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Year 2	1 <sup>st</sup> Half term	2 <sup>nd</sup> Half Term
Autumn	<p style="text-align: center;"><b>Sept - Oct</b></p> <p><i>Living things and their habitats</i></p> <p><b>Plants</b></p> <p><b>Investigation:</b>                      What do plants need to grow healthily? (Fair testing)</p> <p>Children to devise their own comparative investigations linked to cress e.g.  <i>Does cress grow better with or without water?</i>  <i>Does cress grow better in the light or dark?</i></p>	<p style="text-align: center;"><b>Nov - Dec</b></p> <p><i>Living things and their habitats</i></p> <p><b>Humans</b></p> <p><b>Investigation:</b>                      Which snack contains the most sugar? (Research)</p>
Spring	<p style="text-align: center;"><b>Jan-Feb</b></p> <p><i>Living things and their habitats</i></p> <p><b>Materials</b></p> <p><b>Investigation:</b> Which material is the most suitable for a gym kit? (Fair testing)</p>	<p style="text-align: center;"><b>Feb-March</b></p> <p><i>Living things and their habitats</i></p> <p><b>Animals</b></p> <p><b>Chester Zoo</b></p> <p><b>Investigation:</b> How do chicks change over time? (Observing over time)</p>
Summer	<p style="text-align: center;"><b>April – May</b></p> <p><i>Living things and their habitats</i></p> <p><b>Plants</b></p> <p><b>Investigation:</b>                      Where are the most daisies? (Pattern seeking)</p> <p>Do any plants grow without soil?</p>	<p style="text-align: center;"><b>June - July</b></p> <p><i>Living things and their habitats</i></p> <p><b>Insects</b></p> <p>Which colour petals attract the most bees? (Pattern seeking)</p>

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Reception and Nursery	1 <sup>st</sup> Half term	2 <sup>nd</sup> Half Term
Autumn	<p><b>Seasonal change and Weather</b> – Autumn/Winter  <b>Humans:</b> Naming parts of the body  <b>Habitat:</b> Where do I live?                      Materials: Treasure baskets of loose parts of a range of natural and manmade materials. Melting Polar regions.  <b>Cooking:</b> Apple pie/crumble. Porridge.                      Dark and light. Torches. Push and pulls.  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>                      Observe the changes during Autumn on the environment.                      Observe an apple going brown.  <b>Identifying and Classifying</b>                      Group autumn objects.  <b>Pattern Seeking</b>                      Explore the colour leaves in our environment and find out which colour leaf we have the most of.  <b>Research</b>                      Find out about Autumn from books and the computer.  <b>Fair Testing</b>                      Find out which apple is the favourite to make an apple crumble.</p>	<p><b>Seasonal change and Weather</b> – Autumn/Winter  <b>Humans:</b> Naming parts of the body  <b>Habitat:</b> Where do I live?                      Materials: Treasure baskets of loose parts of a range of natural and manmade materials. Melting Polar regions.  <b>Cooking:</b> Apple pie/crumble. Porridge.                      Dark and light. Torches. Push and pulls.  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>                      Observe the changes during Autumn on the environment.                      Observe an apple going brown.  <b>Identifying and Classifying</b>                      Group autumn objects.  <b>Pattern Seeking</b>                      Explore the colour leaves in our environment and find out which colour leaf we have the most of.  <b>Research</b>                      Find out about Autumn from books and the computer.  <b>Fair Testing</b>                      Find out which apple is the favourite to make an apple crumble.</p>
Spring	<p><b>Seasonal change and Weather</b> –Winter/Spring  <b>Plants:</b> Observe and name plants grown during spring. Observe own plants.  <b>Spring flowers.</b>  <b>Animals:</b> Naming farm animals and their young.                      Life cycle of a Chicken/Duck  <b>Materials:</b> Melting, frozen puddles, snowmen.                      The 3 Little Pigs – Hard materials. The builders Yard  <b>Cooking:</b> Making toast  <b>Habitats:</b> Where do farm animals live?                      Magnets. Forces.  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>                      Observe the changes during Winter and Spring on the environment.                      Observe the life cycle of chicks/ducks.  <b>Identifying and Classifying</b>                      Identify changes during spring and naming some plants.                      The Big Bird Watch  <b>Pattern Seeking</b>                      Sorting animals  <b>Research</b></p>	<p><b>Seasonal change and Weather</b> –Winter/Spring  <b>Plants:</b> Observe and name plants grown during spring. Observe own plants. <b>Spring flowers.</b>  <b>Animals:</b> Naming farm animals and their young.                      Life cycle of a Chicken/Duck  <b>Materials:</b> Melting, frozen puddles, snowmen.                      The 3 Little Pigs – Hard materials. The builders Yard  <b>Cooking:</b> Making toast  <b>Habitats:</b> Where do farm animals live?                      Magnets. Forces.  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>                      Observe the changes during Winter and Spring on the environment.                      Observe the life cycle of chicks/ducks.  <b>Identifying and Classifying</b>                      Identify changes during spring and naming some plants.  <b>Pattern Seeking</b>                      Sorting animals  <b>Research</b>                      Finding out about farm animals from books and the computer.  <b>Fair Testing</b></p>

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	<p>Finding out about farm animals from books and the computer.  <b>Fair Testing</b>          Which bean will grow the tallest? (N)          Where will the bean grow the best? (R)</p>	<p>Which bean will grow the tallest? (N)          Where will the bean grow the best? (R)</p>
<p><b>Summer</b></p>	<p><b>Seasonal change and Weather</b> Spring/Summer  <b>Plants:</b> Talking about changes. Summer flowers. Sunflowers Planting seeds.  <b>Insects:</b> Naming insects and life cycle of a butterfly  <b>Animals:</b> Naming wild animals and their young.  <b>Habitats:</b> Where do wild animals live?  <b>Humans:</b> Changes/growth  <b>Materials:</b> Melting, Ice Lollies. Floating and sinking. Boats. Forces.  <b>Cooking/food:</b> Smoothies making ice lollies.          Shadows  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>          Observe the changes during Summer on the environment.          Life cycle of butterflies.  <b>Identifying and Classifying</b>          Identify changes during Summer          Group Summer and Winter clothes.  <b>Pattern Seeking</b>          Do all minibeasts fly?  <b>Research</b>          Find out about minibeasts from books and the computer.  <b>Fair Testing</b>          Will we find the same minibeasts in the same place each day?</p>	<p><b>Seasonal change and Weather</b> Spring/Summer  <b>Plants:</b> Talking about changes. Summer flowers. Sunflowers Planting seeds.  <b>Insects:</b> Naming insects and life cycle of a butterfly  <b>Animals:</b> Naming wild animals and their young.  <b>Habitats:</b> Where do wild animals live?  <b>Humans:</b> Changes/growth  <b>Materials:</b> Melting, Ice Lollies. Floating and sinking. Boats. Forces.  <b>Cooking/food:</b> Smoothies making ice lollies.          Shadows  <b>Scientific Enquiry</b>  <b>Observing Over Time</b>          Observe the changes during Summer on the environment.          Life cycle of butterflies.  <b>Identifying and Classifying</b>          Identify changes during Summer          Group Summer and Winter clothes.  <b>Pattern Seeking</b>          Do all minibeasts fly?  <b>Research</b>          Find out about minibeasts from books and the computer.  <b>Fair Testing</b>          Will we find the same minibeasts in the same place each day?</p>

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<p>Explain                  Predict                  Analyse                  Research                  Excitement                  Curiosity                  Natural world                  Predicting                  Technical terminology                  Specialist vocabulary                  Mathematical knowledge                  Collecting, presenting and analysing data                  Observing over time                  Pattern seeking                  Relationships                  Presenting data                  Identifying                  Classifying and grouping                  Comparative                  Fair Testing                  Question</p>	<p><b>Aims</b>                  Scientific knowledge and conceptual understanding                  Understanding nature, processes and methods of Science                  Uses and implications of Science today and in the future</p> <p>First hand practical experiences</p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognise that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and Classifying</li> <li>• Use their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul> <p><b>Sustained Thinking</b>                  Children suggest and gather their own equipment e.g. <i>hand lens, egg timers, measuring containers, rulers and tape measures, man-made and natural objects. Ask people questions and use secondary resources</i></p> <p><b>Communicating ideas</b>                  Talk about why they carried out the test, how they carried out the test and explain their findings in a range of ways using scientific language and recording</p>
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	EY	Y1	Y2
<p><b>Humans</b>  <i>Living things and their habitats</i></p>	<p>Ourselves                      Name parts of the body                      Learn about the 5 senses</p> <p>Learn about hygiene                      Learn about exercise for health                      Learn about healthy eating                      Staying safe in the sun</p> <p>Read stories and sing rhymes                      e.g. <i>This is the way we brush our teeth</i></p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts</p> <p><b>Working Scientifically</b>                      Use their senses to compare different textures, sounds and smells.</p>	<p>Notice that animals, including humans, have offspring which grow into adults  <i>They should also be introduced to the processes of reproduction and growth in animals e.g. baby, toddler, child, teenager, adult</i></p> <p>Find out about and describe the basic needs of humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>All living things have characteristics that are essential for keeping them alive and healthy.</i>  <i>Describe how humans obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Living things and their habitats). <b>Simple food chain grass, cow, human</b></i></p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive (<b>Living things and their habitats</b>). <b>Is a flame alive?</b></i></p>

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<p><b>Vocabulary to be taught during Humans unit</b></p>	<p>body parts including:                  head                  arm                  leg                  stomach                  back                  foot                  hand</p>	<p>human                  senses – smell, hearing, sight, touch, taste                  skeleton                  bone                  joint                  body parts including facial features e.g. eyelash, eyebrow, nostril                  joints including elbow, wrist, hip, ankle, shoulder, knee</p>	<p>survival – water, air, oxygen                  diet                  nutrition                  balanced diet                  carbohydrate, protein, dairy, fats, sugars                  vitamins                  digestion                  hydrate/dehydrate                  energy                  organ                  muscle                  pulse                  hygiene                  tooth decay                  disease                  germ</p>
<p><b>Animals</b>  <i>Life cycle, needs, habitat</i></p>	<p>Visit the farm or invite the animal zoo into school.</p> <p>Name and identify different animals wild and domestic.</p> <p>Uses stories and rhymes to learn about animals and habitats e.g. The Bear Hunt</p> <p>Observe life cycles e.g. A caterpillar changing over time</p> <p>Make habitats for mini-beasts e.g. bug hotel</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Notice that animals, including humans, have offspring which grow into adults  <i>They should also be introduced to the processes of reproduction and growth in animals e.g. egg, chick, chicken; spawn, tadpole, frog;</i></p> <p>Find out about and describe the basic needs of animals, for survival (water, food and air)</p> <p><i>Identify that most living things live in habitats to which they are suited.                  Describe how different habitats provide for the basic needs of different kinds of</i></p>

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		<p>Use the local environment throughout the year to explore and answer questions about animals in their habitat.</p> <p><b>Working Scientifically</b></p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat;</p>	<p><i>animals and how they depend on each other (Living things and their habitats)</i></p> <p><i>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 (Living things and their habitats).</i></p> <p><b>Working Scientifically</b></p> <p>Observe animals and humans growing through video and first-hand experience. Ask questions about what animals need for survival and what humans need to stay healthy. Suggest ways to find answers to their questions</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats e.g. Rainforest, Woodland, Ocean, Seashore,</p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive (Living things and their habitats).</i></p>
<p><b>Vocabulary to be taught during Animals unit</b></p>	<p>Common farm animals and their young including:</p> <p>Cow Goat Sheep Pig Chicken Calf</p>	<p>gill finn tusk antler hoof tentacle feather mammal</p>	<p>Habitat desert coast rainforest ocean polar urban food chain</p>



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	Lamb Piglet Chick  Common wild animals and their young including: Lion Tiger Giraffe Elephant Zebra Monkey Cub Calf Infant	reptile amphibian fish bird insect carnivore omnivore herbivore	life cycle reproduce offspring live young endangered extinct
<b>Insects</b> <i>Life cycle, needs, habitat</i>	Explore the local environment looking for mini-beasts. Name and identify different mini-beasts Uses stories and rhymes to learn about creatures e.g. <i>Incy Wincy Spider, The Bad Tempered Ladybird</i>  Observe life cycles e.g. A caterpillar changing over time  Make habitats for mini-beasts e.g. bug hotel	Observes different insects in the local area compare and contrast  They should understand how to take care of insects taken from their local environment and the need to return them safely after study.  Use the local environment throughout the year to explore and answer questions about animals in their habitat e.g. birds  <b>Working Scientifically</b>	Notice that insects have offspring which grow into adults <i>They should also be introduced to the processes of reproduction and growth in insects e.g. egg, caterpillar, pupa, butterfly;</i>  Find out about and describe the basic needs of insects, for survival (water, food and air)  <i>Name a variety of insects in their micro habitat</i> <i>Identify that most living things live in habitats to which they are suited.</i>

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		Use observations to compare and contrast insects at first hand or through videos and photographs, describing how they identify and group them.	<p><i>Describe how different habitats provide for the basic needs of different kinds of insects and how they depend on each other (Living things and their habitats)</i></p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive (Living things and their habitats).</i></p> <p><b>Describe the different conditions under a log, on a stony path, under bushes and find out how conditions affect the number and type of plants and insects that live there.</b></p> <p><b>Explore honey bees and their habitat</b></p>
<b>Vocabulary to be taught during Insects unit</b>	minibeast names of minibeasts including caterpillar, butterfly, worm, woodlice, ant, snail, slug, bees, ladybird, egg wings legs	insect habitat woodland antennae	microhabitat environment offspring life cycle
<b>Seasonal Changes and Weather</b>	Local walks to observe changes in weather and nature Name and identify different weather e.g. rainy, sunny, cloudy	Local walks to observe changes across the four seasons Observe and describe weather associated with the seasons Observe how day length varies Sun safety  <b>Life cycle of a tree</b>	<b>Working Scientifically</b> Compare and contrast habitats Recognise how weather can impact on habitats e.g. drought, Global warming Recognise how animals behave in different seasons e.g. hibernation

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	<p>Notice changes during the four seasons e.g. buds, blossom, leaves, fruit</p> <p>How does weather affect us? How do we protect ourselves against the weather e.g. warm woolly hat, cool cotton sun hat</p>	<p><b>Working Scientifically</b> Make tables and charts about the weather Make displays of what happens in the world around them including day length as the seasons change</p>	<p>Learn how animals adapt to their environment e.g. in a hot desert or under a wet log</p>
<p><b>Vocabulary to be taught during Seasonal change and weather unit</b></p>	<p>rain wind sunshine fog snow autumn winter spring summer</p>	<p>forecast temperature rainfall daylight season January, February, March, April, May, June, July, August, September, October, November, December</p>	<p>hibernate climate flood drought</p>
<p><b>Plants</b></p>	<p><b>Use the local environment throughout the year</b></p> <p>Seasonal walks Naming and identifying different plants flowering and non-flowering observing noticing similarities and differences</p> <p>Naming and identifying different vegetables and fruit observing noticing similarities and differences</p>	<p><b>Use the local environment throughout the year</b></p> <p>Name a variety of wild and garden plants Deciduous and evergreen Flowers and vegetables they have planted Basic structure Comparing and contrasting, describing how they identify and group Drawing diagrams Records of changes over time</p> <p><b>Working Scientifically</b></p>	<p><b>Use the local environment throughout the year</b></p> <p>Name a variety of wild and garden plants in their habitat</p> <p>Observe and describe how seeds and bulbs grow</p> <p>Find out and describe how plants need water, light and a suitable temperature</p> <p>Learn about the requirements of plants for germination, growth and survival as</p>

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	<p>Planting and observing growth Understand what plants need to grow.</p> <p>Observing changes over time including life cycles of trees and plants understand that some things die</p>	<p>Observing using magnifying glasses, comparing and contrasting familiar plants, identifying how they were able to group them, drawing diagrams, showing the parts of different plants including a tree</p> <p>Record how plants change over time e.g. falling leaves and buds opening Compare and contrast what they have found out about different plants</p>	<p>well as the process for reproduction and growth</p> <p><i>Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of plants and how they depend on each other (Living things and their habitats)</i></p> <p><b>Life cycle of bulbs and plants</b></p> <p><b>Note:</b> Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them</p> <p><b>Working scientifically</b> Observing and recording the growth of a variety of plants as they change over time from a seed or a bulb or observe similar plants as different stages of growth, set up a comparative test to show that plants need light and water to stay healthy</p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive (Living things and their habitats). Is a deciduous tree dead in winter?</i></p>
<p><b>Vocabulary to be taught during Plants unit</b></p>	<p>plant tree</p>	<p>deciduous evergreen</p>	<p>reproduce life cycle</p>

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	flower seed leaves	branch, twig, crown, root, fruits stem petal bulb	germinate seed dispersal sprout shoot nutrition temperature
<b>Materials</b>	<p>Name and sort different objects saying which material they are made from e.g. wood, plastic, paper, fabric</p> <p>Talk about simple properties to develop vocabulary such as rough, smooth, stretchy, hard</p> <p>Use every day experiences to talk about the purpose of some materials e.g. your hat is warm because it is made of wool</p> <p><b>Which hat will keep us cool which will keep us warm why?</b></p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials and their use</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Pupils should <b>explore, name, discuss and raise and answer questions</b> about everyday materials so that they become familiar with the names of materials and properties</p> <p>Pupils should explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, and foil.</p>	<p>Identify and compare the <b>suitability</b> of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think</p>

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		<p><b>Working Scientifically</b>                  Performing simple tests to explore questions, for example: <i>'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</i></p> <p><b>Which fabrics are best to wear in Winter/Summer?</b></p>	<p>about unusual and creative uses for everyday materials.</p> <p>Pupils might find out about people who have developed useful new materials, for example <i>John Dunlop, Charles Macintosh or John McAdam.</i></p> <p><b>Working Scientifically</b>                  Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the <b>uses of different materials</b>, and recording their observations.</p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive (Living things and their habitats). <b>Have any of the materials been alive?</b></i></p>
<p><b>Vocabulary to be taught during Materials unit</b></p>	<p>wood                  glass                  metal                  plastic                  brick                  paper                  stone                  water</p>	<p>object                  material                  hard/soft                  shiny/dull                  rough/smooth                  bendy/not bendy                  waterproof/not waterproof                  absorbent/not absorbent                  flexible/stiff</p>	<p>suitability                  properties                  purpose</p>

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		opaque/transparent	
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