



## Science Long Term Plan



Year group	Autumn Term		Spring Term		Summer Term	
<p><b>EYFS</b></p>	<p><b>Animals, including humans</b> - (Exploration of human life cycles, our senses, exercise)</p> <p><b>Light</b> - (Exploration of 'Light and Dark')</p>	<p><b>Animals, including humans</b></p> <p><b>Plants</b> - Exploration of different environments and how animals are able to survive in different environments</p> <p><b>Plants</b></p> <p>Exploration of plant changes</p>	<p><b>Animals, including humans</b></p> <p><b>Plants</b></p> <p>Classifying and sorting animals and plants exploration of features of the world and how humans have affected these.</p> <p><b>Plants</b></p> <p>Exploration of plant changes</p>	<p><b>Plants</b></p> <p>Exploration of plant - growth, changes and parts</p> <p><b>Everyday Materials</b></p> <p>Exploration of materials and uses - PART 1</p>	<p><b>Everyday Materials</b></p> <p>Exploration of materials and uses - PART 2 including floating and sinking</p> <p><b>Animals, including humans</b></p> <p>Exploration of healthy living</p>	
<p><b>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</b> - Opportunities are given for children to observe their local environment, animals, plants, materials and changes; compare places, objects, materials and living things; explain why things occur and how materials may be used; explore the concept of 'floating' and 'sinking'; recognise how humans effect the environment and become aware of how scientific technology may be used to achieve a goal</p>						
<p><b>Year 1</b></p>	<p><b>Animals, including humans</b> - PART 1 (Basic parts of human body, senses)</p>	<p><b>Plants</b> - PART 1 (Focus Tree Structure)</p> <p>(Observation of tree and plant growth/ changes)</p> <p><b>Seasonal Changes</b> - PART 1 (Autumn) Observation of plants, trees and animal habitats in local area and plant bulbs</p>	<p><b>Everyday Materials</b> - PART 1</p> <p><b>Plants</b></p> <p>(Observation of tree and plant growth/ changes)</p> <p><b>Seasonal Changes</b> - PART 2 (Winter)</p>	<p><b>Everyday Materials</b> - PART 2</p> <p><b>Seasonal Changes</b> PART 3 (Spring)</p> <p><b>Plants</b> - PART 2 (Structure of common flowering plants)</p>	<p><b>Animals, including human</b> - PART 2 (Common Animals)</p> <p><b>Plants</b></p> <p>(Observation of tree and plant growth/ changes)</p>	<p><b>Plants</b> - PART 3 (Focus on comparing and contrasting plants)</p> <p><b>Seasonal Changes</b> PART 4 (Summer)</p>

	<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - Asking questions and recognising they can be answered in different ways, observing, performing simple tests, identifying and classifying, using observations and ideas to suggest answers to questions, gathering and recording data to help answer questions.					
<b>Year 2</b>	<u>Uses of Everyday Materials</u> Comparing the suitability of various everyday materials	<u>Living things and their habitats</u> Focus on Habitats  <u>Plants</u> Part 1 Observation of plant growth/ changes.	<u>Uses of Everyday Materials</u> Changes - squashing, bending, twisting, stretching  <u>Plants:</u> Observation of plants grown in Autumn 2	<u>Living things and their habitats</u> Focus on Food chains	<u>Plants:</u> Observe how plants grow and what is needed for their survival	<u>Animals, including humans</u>  <u>Living things and their habitats</u> Focus on Life Cycles  <u>Plants:</u> Observe growth of seeds planted in different conditions
	<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - Asking questions and recognising they can be answered in different ways, observing, performing simple tests, identifying and classifying, using observations and ideas to suggest answers to questions, gathering and recording data to help answer questions.					
<b>Year 3</b>	<u>Light</u>	<u>Forces and Magnets</u>  <u>Plants</u> - Plant different types of bulbs in different conditions (Observation of plant growth/ changes)	<u>Rocks</u> Observation of plant growth/ changes)	<u>Animals, including humans</u> (Focus Skeletons)	<u>Plants</u> (Focus on functions of different parts of flowering plants, life cycle of flowering plant) (Observation of plant growth/ changes) plant growth investigations with controlled variables	<u>Animals including humans</u> (Nutrition)  (Observation of plant growth/ changes)
	<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - asking and identifying how to answer relevant questions, setting up simple practical enquiries, comparative and fair test, observations, gathering, recording, classifying and presenting data, recording findings, reporting on findings from enquiries, using results to draw simple conclusions, identifying differences, similarities or changes related to ideas and processes, using scientific evidence.					

Year 4	<u>Sound</u>	<u>Animals including Humans - PART 1</u> (Focus Digestive System, Teeth)  <u>Living Things and their Habitats</u> - observing changes, use of local area to observe habitat changes	<u>States of Matter</u>	<u>Electricity</u>  <u>Living Things and their Habitats</u> - observing changes, use of local area to observe habitat changes	<u>Living things &amp; their habitats</u> - use of local area to classify variety of living things - trees, hedges etc.	<u>Animals including Humans - PART 2</u> (Focus Food chains)  <u>Living things &amp; Their Habitats</u> - observing changes, use of local area to observe habitat changes
	<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - asking and identifying how to answer relevant questions, setting up simple practical enquiries, comparative and fair test, observations, gathering, recording, classifying and presenting data, recording findings, reporting on findings from enquiries, using results to draw simple conclusions, identifying differences, similarities or changes related to ideas and processes, using scientific evidence.					
Year 5	<u>Forces</u>	<u>Earth and Space</u>	<u>Properties and Changes of Materials</u>	<u>Living Things and their habitats - PART 1</u> (Focus - Life cycles of animals and plants)	<u>Living Things and their habitats - PART 2</u> (Focus - Life cycles of animals and plants)	<u>Living Things and their habitats</u> (Focus - Reproduction plants and animals)  <u>Animals, including humans</u> (changes in humans)
	<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - planning different types of scientific enquiries, taking measurements, recording data and results, using test results, reporting and presenting findings from enquiries, identifying scientific evidence.					
Year 6	<u>Living Things and their Habitats</u>	<u>Light</u>	<u>Evolution and Inheritance</u>	<u>Evolution and Inheritance</u>	<u>Animals, including humans</u>	<u>Electricity</u>
<u>WORKING SCIENTIFICALLY IS INTRINSIC TO EACH UNIT</u> - planning different types of scientific enquiries, taking measurements, recording data and results, using test results, reporting and presenting findings from enquiries, identifying scientific evidence.						