



# Long Term Plan

## Subject: Science

Cycle A – 2025-26; Cycle B – 2024-2025

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	Science in EYFS is part of the 'Understanding the World' area of the EYFS curriculum. Science is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. The children explore and ask questions about why things happen, how things work, how and why things change, where they live and their natural world.					

	<p><u>All About me!</u> The children explore families and the changes in themselves from being a baby to now. Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Autumn. Gardening in our outdoor area.</p>	<p><u>Let's Celebrate!</u> The children explore Autumn, Harvest and growing food. Animals and hibernation. Gingerbread men in different solutions experiment. Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Autumn. Gardening in our outdoor area.</p>	<p><u>It's Cold Outside</u> The children explore what is it like in the North Pole and Antarctica and the animals found in these places. Recognising how this environment is different from the one in which they live (polar regions) They will name a range of animals found there and their features. Ice melting experiment. Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Winter.</p>	<p><u>The Scented Garden</u> The children explore growing and plant seeds- beans cress. What plants need to grow experiment. Name common plants and flowers Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Spring. Gardening in our outdoor area. Science week</p>	<p><u>Our World</u> The children explore the life cycles of butterflies and frogs. Minibeasts and microhabitats- name and explore where minibeasts are found and discuss similarities and differences. Recognise some environments that are different from the one in which they live (savannah/jungle). They will name a range of animals found there and their features. Gardening in our outdoor area. Growing seeds- sunflowers. Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Summer.</p>	<p><u>Over the Land and into the Sea</u> The children explore sea life and recognise some environments that are different from the one in which they live (under the sea). They will name a range of animals found there and their features. Floating and sinking experiment. World Environment Day Talk about seasonal change, the change in the weather and the effects of changing seasons on the natural world around them- Summer. Gardening in our outdoor area.</p>
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<p>Year 1 / 2 Cycle A</p>	<p><b>Seasonal Changes</b>  Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p><b>Everyday Materials</b>  Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.</p>	<p><b>Sensitive Bodies</b>  Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work</p>	<p><b>Comparing Animals</b>  Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.</p>	<p><b>Introduction to Plants</b>  Identifying the key features of a plant, children describe important structures and make comparisons between different plants. Pupils use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden.</p>	
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<p>Year 1 / 2 Cycle B</p>	<p><b>Habitats</b>          Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.</p>	<p><b>Microhabitats</b>          Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p>	<p><b>Uses of everyday Materials</b>          Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>	<p><b>Life Cycles and Health</b>          Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices.</p>	<p><b>Plant Growth</b>          Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn.</p>	
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<p>Year 3/ 4 Cycle A</p>	<p><b>Rocks and Soils</b> Studying rocks and their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses. Pupils also explore soil formation, separate soil using a sedimentation jar and test soil drainage.</p>	<p><b>Forces and Magnets</b> Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.</p>	<p><b>Movement and Nutrition</b> Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p>	<p><b>Electricity and Circuits</b> Exploring appliances that use electricity in their setting, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Pupils study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of naturalists and review the impact</p>	<p><b>Plant Reproduction</b> Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. Pupils investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.</p>	
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				of conservation programmes. and historical discoveries inform children about scientific progression and home safety.		
Year 3/4 Cycle B	<p><b>Digestion and Food</b></p> <p>Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>	<p><b>States of Matter</b></p> <p>Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.</p>	<p><b>Sound and Vibration</b></p> <p>Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They use examples of dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.</p>	<p><b>Classification and changing Habitats</b></p> <p>Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Pupils study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of naturalists and review the impact of conservation programmes.</p>	<p><b>Light and Shadows</b></p> <p>Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>	

<p>Year 5/6 Cycle A</p>	<p><b>Mixtures and Separation</b>  Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions</p>	<p><b>Properties and Changes</b>  Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.</p>	<p><b>Life Cycles and reproduction</b>  Studying different animals' life cycles, children learn about the significance of reproduction for a species' survival. Pupils calculate the probability of male and female turtles hatching and grow plants to compare asexual and sexual reproduction. Pupils compare fertilisation across different animals and explore the needs of a fetus. Children narrate their own documentary in the style of an inspirational naturalist.</p>	<p><b>Earth and Space</b>  Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. Pupils discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make their own sundials and consider how and why humans' ideas about the universe have changed over time.</p>	<p><b>Imbalanced Forces</b>  Studying different animals' life cycles, children learn about the significance of reproduction for a species' survival. Pupils calculate the probability of male and female turtles hatching and grow plants to compare asexual and sexual reproduction. Pupils compare fertilisation across different animals and explore the needs of a fetus. Children narrate their own documentary in the style of an inspirational naturalist.</p>	
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<p>Year 5/6 Cycle B</p>	<p><b>Classifying Big and Small</b>          Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to record how gestation periods vary across different animals.</p>	<p><b>Light and Reflection</b>          Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate factors affecting the size of shadows and the laws of reflection. Children apply what they have learned about light by exploring real-life uses of mirrors.</p>	<p><b>Evolution and Inheritance</b>          Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they begin to explain how species evolve over time and the role of fossil evidence that supports this theory</p>	<p><b>Circuits Batteries and Switches</b>          Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current and voltage. They make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress. Pupils investigate the use of switches and fuses and apply their electrical knowledge to design and produce their own electrical device. Summer 1 Animals, including humans Summer 2 Making connection</p>	<p><b>Circulation and Exercise</b>          Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They play the role of healthcare professionals to advise patients and play games to explore how lifestyle choices affect our health. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables.</p>	
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Biology

Physics

Chemistry