



## Long Term Plan Science 2023-2024

	Autumn		Spring		Summer	
<b>Nursery</b> (Themes are dictated through children's own interests)	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about differences between material and the changes they notice.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> <li>Understand 'why' questions.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Show an interest in different occupations.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about the differences between materials and changes they notice.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	
<b>Reception</b> (Themes are dictated through children's own interests)	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them</li> <li>Explore the natural world around them</li> <li>Describe what they can see, feel and hear whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Use new vocabulary in different contexts</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some details</li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they can see, feel and hear whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Use new vocabulary in different contexts</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some details</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they can see, feel and hear whilst outside</li> <li>Recognise that some environments are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li></li> </ul>	
<b>Year 1</b>	<b>Seasonal Changes</b>  Autumn and Winter  Earth Science	<b>Animals including Humans</b> Humans  Biology	<b>Animals including Humans</b> Animals  Biology	<b>Everyday Materials</b>  Chemistry	<b>Plants</b>  Biology	<b>Seasonal Changes</b>  Spring and Summer  Biology, Earth Science
<b>Year 2</b>	<b>Uses of Everyday Materials</b>  Chemistry	<b>The Environment</b>  Earth Science	<b>Scientists and Inventors</b>  Science Capital	<b>Animals including Humans</b>  Biology	<b>Living Things and their Habitats</b>  Biology	<b>Plants</b>  Biology

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<b>Year 3</b>	<b>Plants</b> Parts of plants, needs of plants and their life cycle.  <b>Biology</b>	<b>Rocks</b> Comparing different rocks, fossils, soil formation  <b>Earth Science</b>	<b>Light</b> How light is reflected off objects, how shadows form, changing shadows, eye protection  <b>Physics</b>	<b>Animals including Humans</b> Nutrition, muscular skeletal system for support, movement, and protection  <b>Biology</b>	<b>Forces and Magnets</b> Non-contact forces, attraction and repulsion of magnets, magnetic materials and the N and S pole of magnets  <b>Physics</b>	<b>Bee Project</b> A look at the relationship between bees and their environment; importance in pollination, food, light and earth's magnetic field  <b>Biology</b>
<b>Year 4</b>	<b>States of Matter</b> Solids, Liquids and Gases Group materials based on their properties, changes of state, heating and cooling, the water cycle  <b>Physics</b>	<b>Animals including Humans</b> Eating, teeth, digestive system and food chains, producers, predators and prey  <b>Biology</b>	<b>Sound</b> Sounds, vibrations, the ear, changes in pitch and volume  <b>Physics</b>	<b>Living Things and their Habitats</b> Classification, characteristics, and the effects of environmental changes  <b>Biology</b>	<b>Electricity</b> Appliances, building circuits and identifying components, circuit diagnostics, conductors and insulators  <b>Physics</b>	<b>The History of Science</b>
<b>Year 5</b>	<b>Properties and Changes of Materials</b> Classifying materials, Dissolving, separating and changes of state, uses of materials, reversible and irreversible changes  <b>Chemistry</b>	<b>Animals including Humans</b> Life cycles, plant and animal reproduction, human life cycle  <b>Biology</b>	<b>Forces</b> Gravity, air resistance, water resistance and friction between moving surfaces, multiplying forces using levers, pulleys and gears  <b>Physics</b>	<b>Living Things and their Habitats</b> Classifying living things, Life cycles of mammals, amphibians, insects and birds  <b>Biology</b>	<b>Earth and Space</b> The movement of Earth, other planets and the Moon in relation to the Sun and each other, spherical bodies, night and day  <b>Earth Science</b>	<b>The Scientific Method</b>
<b>Year 6</b>	<b>Animals including Humans</b> The circulatory system, lifestyle, health and disease; transport for water in animals  <b>Biology</b>	<b>Light</b> How light travels, how we see objects, the shape of shadows  <b>Physics</b>	<b>Electricity</b> The effects of changing the number and voltage of cells in a circuit; varying the function of components; representing circuits using symbols  <b>Physics</b>	<b>Evolution and Inheritance</b> What we learn by looking at fossils; variation, reproduction and adaptation. Evolution  <b>Biology</b>	<b>Living Things and their Habitats</b> Classifying microorganism, plants and animals  <b>Biology</b>	

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