Science Long Term Plan – Whole school

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Working scientifically – all year.	Working scientifically – all year.	Working scientifically – all year.	Working scientifically – all year.	Working scientifically – all year.	Working scientifically – all year.
Autumn 1	Exploring the world around us – using the 5 senses. Seasons – making observations of change over time.	**Animals, including humans** (naming human body parts)	**Uses of everyday materials** (suitability and changing shapes of materials)	**Forces and magnets** (friction – how things move on different surfaces / magnets)	**Living things and their habitats** (grouping and simple classifying / changes to habitats can pose dangers)	**Forces** (gravity, friction, air resistance, levers, pulleys and gears)	**Light** (travels in straight lines, how we see things)
Autumn 2	Environments and how they differ from one another. Observe ice over time. Healthy foods – lifestyle – dental health.	**Seasonal changes** (changes and weather)	**Living things and their habitats** (suitable habitats / simple food chains)	**Light** (dark is the absence of light, size of shadows)	**States of matter** (melting chocolate)	**Earth and space** (other planets)	**Animals, including humans** (circulatory system, functions of heart, blood vessels and blood, health, water transport in animals)
Spring 1	Seasons – making observations and recording the weather. Animal habitats different from their own and comparing.	**Animals, including humans** (naming animals)	**Animals, including humans** (health and growth)	**Rocks** (simple properties, fossils, soils)	**States of matter** (solids, liquids, gasses, heating and cooling, water cycle)	**Properties and changes** (more properties including thermal and electrical conductivity, mixing and separating, reversible and irreversible)	**Evolution and inheritance** (more about fossils, adaptation)
Spring 2	Think about and observe different farm animals. Explore and talk about different forces – magnets and materials that sink and float.	**Uses of everyday materials** (suitability and changing shapes of materials)	(Different scientists in History and their impact on the world)		**Electricity** (simple circuit, switches, conductors and insulators)		**Electricity** (what affects bulb brightness, buzzer volume, voltage, symbols)
Summer 1	Observing, collecting and drawing different species of flowers and plants. Grow plants in different conditions. Observe root growth. Use torches to explore shadows. Explore change of state – baking bread. Seasons.	**Plants** (names and structure)	**Plants** (growing conditions for seeds and bulbs)	**Animals, including humans** (skeletons)	**Animals, including humans** (teeth, eating and digestion)	**Living things and their habitats** (life cycles, reproduction)	**Living things and their habitats** (classifying including micro-organisms)
Summer 2	Use of magnifying glasses and non-fiction texts to describe/ identify bugs. Sort bugs by criteria – number of legs etc.	**Seasonal changes** (changes and weather)		**Plants** (function of parts and life cycles)	**Sound** (fainter sounds further away, vibrations, pitch and volume)	**Animals, including humans** (changes in humans as they grow)	