

2025-2026						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	<p>Animals Including Humans</p> <p>Can you describe the life cycle of humans and animals? Offspring (humans and animals) - lifecycles Basic needs for survival Exercise, healthy diet and hygiene Gathering and recording data, grouping, pattern seeking. Understand that animals, including humans, have offspring which grow into adults Describe the basic needs of animals, including 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>Seasonal Changes (Autumn and Winter)</p> <p>What happens as Autumn changes into Winter? Changes across seasons Weather Observation (including over time) Simple tables and charts, pattern seeking</p>	<p>Everyday Materials</p> <p>Which materials would be best to build a cage for the big bad bowl? Compare suitability of materials for different uses. How shapes of some solids can be changed Simple comparative test, grouping and classifying</p>	<p>Plants</p> <p>Which conditions are best for growing cress? Observe how seeds and bulb grow. What plants need to grow Observing closely using simple equipment Recording results, simple fair and comparative test</p>	<p>Plants</p> <p>Common plants (including deciduous and evergreen trees) Basic plant structure Sorting and classifying</p>	<p>Seasonal Changes (Spring and Summer)</p> <p>What happens as Spring changes into Summer? Changes across seasons Weather Observation (including over time) Gathering and recording data to answer simple questions Simple tables and charts Pattern Seeking</p>
Year 3/4	<p>Animals and Living Things</p> <p>How can we classify living things? Characteristics of animal classification groups Classification keys How environmental changes impact habitats</p> <p>Classify and grouping</p>	<p>Electricity</p> <p>Can you create a working electrical circuit? Common electrical appliances Simple circuits (naming basic parts) Identify complete and incomplete circuits Conductors and insulators</p> <p>Classifying and grouping</p>	<p>Animals including humans</p> <p>Why do we have different kinds of teeth? Human digestive system Human teeth and functions Food chains (using Scientific vocabulary)</p> <p>Reporting findings, research</p>	<p>States of Matter</p> <p>How can states of matter change? Solids, liquids, gases Changes in state (after heating or cooling) Evaporation and condensation Water cycle</p> <p>Classifying and grouping, observation over time, fair and comparative test, recording results</p>	<p>Sound</p> <p>How do we hear? Sound is made by vibrations that travel through a medium to the ear Patterns in pitch, volume and distance from sound</p> <p>Pattern seeking</p>	<p>Plants (Parts)</p> <p>What are the parts and functions of a plant? Functions of the parts of flowering plants (including water transportation) Requirements for plant growth.</p> <p>Measuring and recording, fair and comparative test</p>



Science Long Term Plan 2025-26, 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group						
Year 5/6	<p>Evolution</p> <p>What was life like millions of years ago and how do we know?</p> <p>Animal and plant adaptations</p> <p>Natural selection - evolution caused by ability to adapt to environment</p> <p>Darwin's finches - beak types</p>	<p>Inheritance</p> <p>What do we inherit from our parents?</p> <p>Fossils provide information about living things that lived millions of years ago</p> <p>Inheritance of characteristics</p> <p>What have we inherited from our parents?</p>	<p>Light</p> <p>How do shadows cast and light travel?</p> <p>Light travels in straight lines</p> <p>The role light plays in how we see</p> <p>Reflection</p> <p>Why shadows are the same shape as the object that cast them</p>	<p>Sound</p> <p>How does sound travel?</p> <p>Describe how living things are classified into broad groups according to common characteristics.</p> <p>Give reasons to justify classification</p>	<p>Animals including Humans</p> <p>How does the human body develop over time and how do we look after it?</p> <p>Changes as humans develop (including puberty taught both years due to PSHE curriculum)</p> <p>Impact of diet, exercise, drugs and lifestyle of body function</p> <p>Gestation periods (animals and humans)</p>	<p>Materials</p> <p>Which materials are best for a sustainable home?</p> <p>Properties of materials (hardness, solubility, transparency, electrical and thermal conductivity, magnetic)</p> <p>Uses of everyday materials (based on evidence from fair tests)</p> <p>Fair and comparative tests</p>

Science Long Term Plan 2025-26, 2026-27

2026-2027						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	<p>Animals Including Humans</p> <p>What are the parts of our body called? Which body parts do we use to sense? Basic human body parts and senses</p>	<p>Seasonal Changes (all 4)</p> <p>Changes across seasons Weather Observation (Including over time) Simple tables and charts, pattern seeking</p>	<p>Everyday Materials</p> <p>What is the name and properties of some everyday materials? Identify a variety of everyday materials Simple properties Compare and group based on simple properties.</p>	<p>Plants</p> <p>What is the name of some common plants and how are they structured? Common plants (including deciduous and evergreen trees) Basic plant structure Sorting and classifying</p>	<p>Living Things and Their Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Living Things and Their Habitats</p> <p>Food chains linked to habitats 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.</p>
Year 3/4	<p>Forces</p> <p>Why does the type of surface effect how things move? Compare how objects move on different surfaces Notice that some forces need contact between 2 objects</p> <p>Classifying and grouping, fair and comparative testing, recording data and findings</p>	<p>Light</p> <p>How does light help us see? Understand we need light to see Darkness is the absence of light Protecting ourselves from the sun Some light is reflected Shadows</p> <p>Pattern seeking, observation over time, fair and comparative test</p>	<p>Animals including humans</p> <p>Why is a balanced diet so important? Balanced diet (right types of nutrition) Vertebrates and invertebrates Purpose of the skeleton and muscles</p>	<p>Magnets</p> <p>How do magnets work? Magnetic forces can act at a distance How magnets attract or repel each other Magnetic and not magnetic materials Magnets have two poles Make predictions depending on which poles are facing, fair and comparative test, recording data, pattern seeking</p>	<p>Rocks</p> <p>What are the properties of different rocks? Properties of rocks (appearance and physical properties) Fossil formation Soil</p> <p>Classifying and grouping</p>	<p>Plants (lifecycles)</p> <p>What is the life cycle of a plant? Life cycle of flowering plants</p> <p>Research</p>

Science Long Term Plan 2025-26, 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group						
Year 5/6	<p>Earth and Space</p> <p>How does the Earth move compared to the sun? Movement of the Earth/planets relative to the sun Movement of the moon Day and night (due to the Earth's rotation) Research, recording findings</p>	<p>Forces</p> <p>Which is stronger, gravity, air or water resistance? Gravity Air resistance Water resistance Levers, pulleys and gears Fair and comparative test</p>	<p>Living things and their habitats</p> <p>How does a mammal reproduce compared to an insect? Difference in life cycles (mammal, amphibian, insect and bird) Reproductive cycle of plants Observation over time</p>	<p>Materials</p> <p>What makes a fair test fair? Dissolving (solutions) Separating mixtures (filtering, sieving, evaporating) Reversible and irreversible changes Fair and comparative test</p>	<p>Animals including Humans</p> <p>Why do we need a heart? Human circulatory system Functions of the heart, blood vessels and blood Describe the ways nutrients and water are transported within humans</p>	<p>Electricity</p> <p>How can you make a lamp brighter? Use recognised symbols in simple circuit Associate brightness of a lamp or volume of a buzzer with the number and voltage of cells used. Compare and give reasons for variations of how components function in circuits</p>