

Science LTP



Year	Autumn	Spring	Summer			
EYFS	Disciplinary knowledge focus: Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
2Y/YN *Significant times	<p><i>All about me/</i> Marvellous me *Autumn/Harvest</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Notices detailed features of objects in their environment – Autumn/Winter</p> <p>Can talk about natural materials using a wide vocabulary linked to their senses</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>	<p><i>Nursery rhymes/</i> People who Help us *Christmas/ Celebrations</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Autumn/Winter</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time (Pumpkins)</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>	<p><i>Food, glorious food! /</i> I wonder</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Winter/Spring</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Explore natural and man-made materials and talk about their properties</p> <p>Talks about why things happen and how things work</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>	<p><i>Things that Move/</i> All Creatures Great and Small *Easter</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Spring</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Shows care and concern for living things and the environment</p> <p>Talk about the key features of a life cycle</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>	<p><i>Amazing Animals/</i> Once Upon a Time</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to Summer</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Enjoys playing with small world reconstructions building on first hand experiences</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>	<p><i>Plants and Flowers/</i> I do like to be beside the seaside!</p> <p>Curriculum links: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life – Linked to topic</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking – Continuous through provision</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Focus: Know that we can explore the world around us. Talk about what they see and experience.</p>

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<p>YR</p>	<p>Developing Experts unit – Our Body (6 lessons) Developing Experts unit – Weather (All about rain, ice)</p> <p>Curriculum links:</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Focus: Know that they change and the world around them changes.</p>	<p>Developing Experts unit – Space (2 lessons) Developing Experts unit – Health and Safety (3 weeks) Developing Experts unit – Weather</p> <p>Curriculum links:</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Focus: Know that they change and the world around them changes.</p>	<p>Developing Experts unit – Food (7 lessons including Diwali and Easter) Developing Experts unit – Machines (3 lessons)</p> <p>Curriculum links:</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Focus: know that they can cause an effect.</p>	<p>Developing Experts unit – Animals (5 lessons) Developing Experts unit – Weather (Why does the air)</p> <p>Curriculum links:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Focus: know that there are other living things in our world.</p>	<p>Developing Experts unit – Our Senses (4 lessons) Developing Experts unit – Weather (What happens in Spring and Summer – 1 lesson)</p> <p>Curriculum links:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Focus: Know that they change and the world around them changes.</p>	<p>Developing Experts unit – Forces (2 lessons) Developing Experts unit – The Beach (3 lessons) Developing Experts unit – Plants (3 lessons)</p> <p>Curriculum links:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Focus: know that they can cause an effect.</p>
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From YR to Y6 we follow the planning developed by the, “Developing Experts”, scheme, which has been quality assured for National Curriculum coverage.

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<u>Year Groups</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1	Seasonal Change	Animals, including humans – about me	Uses of everyday materials – 1	Uses of everyday materials – 2	Animals, including humans – about animals	Plants
Year 2	Uses of everyday materials	Animals, including humans - growth	Animals, including humans – life cycles	Living things and their habitats 1	Plants	Living things and their habitats – around the world
Year 3	Rocks	Forces and Magnets	Animals and humans - including what makes us	Plant – life cycles	Scientific enquiry	Light
Year 4	Food and digestion	Sound	Nature and the environment	States of Matter	Electricity	Living things and their habitats - classifying
Year 5	Properties of materials	Earth and Space	Forces	Changes of materials	Animals including humans	Explore life cycles
Year 6	Electricity	Animals, including humans –blood	Looking after the environment	Evolution and inheritance	Living things and their habitats	Light