



Science Long Term Planning Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage 1</b> Understanding the World The Natural World	<b>Seasonal Changes</b> Observe how leaves changes throughout the year.	<b>Seasonal Changes Materials</b> Group every day materials and explore their properties through the senses.	<b>Seasonal Changes</b> Identify new things that happen in Spring time.	<b>Forces Weather</b> Observe and identify changes in weather over time.	<b>Habitats Planting Life Cycles</b> Identify some habitats around the school.	<b>Seasonal Changes Environment Conversation Animals</b> Make observations and drawings of animals and plants.
<b>Foundation Stage 2</b> Understanding the World The Natural World	<b>Seasonal Changes</b> Observe and identify seasonal changes.	<b>Seasonal Changes Light and Dark</b> Begin to make links with day and night and the movement of the Earth.	<b>Seasonal Changes Materials</b> Name and group a variety of everyday materials.	<b>Living Things Life Cycles Conservation</b> Identify the life cycles of some animals and how we can look after them.	<b>Seasonal Changes Environment Habitat</b> Identify changes in the local habitat through the year.	<b>Seasonal Changes</b> Identify changes in the local habitat through the year.
<b>Year 1</b>	<u>Animals</u> including humans Identify a variety of common animals and their structures.	<b>Materials</b> Distinguish between an object and the material from which it is made, understand the properties of materials and the uses of everyday materials.	<u>Animals</u> including humans Identify, name, draw and label the basic parts of the human body and the senses associated with each one.	<b>Working Scientifically Seasonal Changes</b> Observe changes across the four seasons and describe weather associated with each one.  Use simple measurements and equipment to gather data, carry out simple tests, record simple data, and talk about what they have found out.	<b>Plants</b> Identifying and naming trees and the structure of flowering plants.	<b>Working Scientifically Materials</b> Use simple measurements and equipment to gather data, carry out simple tests, record simple data, and talk about what they have found out.
<b>Year 2</b>	<b>Working Scientifically</b> Experience different types of scientific enquiries, including practical activities and use measurements and equipment to gather data, carry out simple tests, record simple data, and talk about what they have found out.	<b>Everyday materials</b> Identify and compare the suitability of a variety of everyday materials for particular uses.	<u>Animals</u> including humans Describe the needs of plants to grow and observe how seeds and bulbs develop into mature plants.	<b>Plants</b> Understand the basic needs of animals for survival and the offspring they have which grow into adults.	<b>Living things and their habitats</b> Compare the differences between things that are living, dead and never been alive.	<b>Living things and their habitats</b> Explore how different habitats provide for the basic needs of living things.
<b>Year 3</b>	<b>Working Scientifically</b> Ask questions about what they observe and make decisions about which	<b>.Rocks &amp; Soils</b> Compare and group together different kinds of rocks, explain how	<u>Animals</u> including humans Identify humans and animals have skeletal	<b>Plants</b> Explore the water transportation system. Investigate the life cycle	<b>Forces and Magnets</b> Identify that magnetic force can act at a distance to attract or	<b>Light &amp; shadows</b> Recognise that they need light in order to see things, that dark is the



	types of scientific enquiry is best, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple fair tests.	fossils are formed and recognise that soils are made from rocks and organic matter.	systems. Understand the role of nutrition from food.	of flowering plants and the pollination system.	repel each other or attract other materials.	absence of light and that light is reflected from surfaces
<b>Year 4</b>	<b>Living Things</b> Identify that different living things can be grouped in a variety of ways.	<b>Electricity</b> Construct a simple series electrical circuit, identifying and naming its basic parts and testing for conductors and insulators.	<b>Animals including Humans – Teeth and Food Chains</b> Identify the different types of teeth and their functions.	<b>Animals including Humans – The Digestive System</b> Describe the simple functions of the basic parts of the digestive system in humans.	<b>States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases and observe that some materials change state.	<b>Sound</b> Identify how sounds are made, recognising that vibrations from sounds travel through a medium to the ear and finding patterns in sound.
<b>Year 5</b>	<b>Forces and Magnets</b> Identify the effects a force has on an object, including: gravity, air resistance, water resistance and friction; recognise how mechanisms exert force.	<b>Space</b> Describe the movement of the Earth and other planets relative to the Sun and the Moon relative to the Earth.	<b>Materials</b> Compare and group everyday materials on the basis of their properties, giving reasons for particular uses of everyday materials.	<b>Materials</b> Carry out fair tests to determine if materials will or will not dissolve in liquids and decide how mixtures might be separated.	<b>Changes of state</b> Identify reversible and irreversible changes in materials.	<b>Living things Animals including humans</b> Describe the differences in the life cycles of some animals and the life process of reproduction in some plants. Describe the changes as humans develop to old age.
<b>Year 6</b>	<b>Evolution and Inheritance</b> Recognise that living things have changed over time, that they produce offspring of the same kind and identify how living things are adapted to suit their environment.	<b>Animals including Humans</b> Identify and name the main parts of the human circulatory system, the impact of exercise, diet and nutrient transportation.	<b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.	<b>Electricity</b> Compare and give reasons for variations in how components function and use recognised symbols when representing a simple circuit in a diagram.	<b>Electricity</b> Compare and give reasons for variations in how components function and use recognised symbols when representing a simple circuit in a diagram.	<b>Light</b> Know that light travels in straight lines and explain that we see things because light travels from light sources to our eyes/from light sources to objects and then to our eyes.