



Science Long Term Plan

At GSP, our early years foundation stage curriculum roles on a one-year cycle. The curriculum is planned and developed to progress between Nursery to Reception, and from Reception to KS1. Below is a long-term overview of how 'science' is delivered through the 'Understanding of the World' elements of the early years' foundation stage curriculum.

ELG: Natural world.	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 and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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	Autumn Term	Spring Term	Summer Term
Nursery	Understanding the world. Identify and name main body parts and explore their usage. Name different animals. Begin to use senses in hands on exploration.	Understanding the world. Explore how to keep warm during winter. Explore how animals keep warm in colder climates. Begin to explore properties of materials and experiment with grouping and sorting.	Understanding the world. Explore ho to keep self cool in summer and sun safe. Name different wild animals and discuss the way they move. Explore and talk about different forces and how they move items (push/pull).

	Autumn Term	Spring Term	Summer Term
Reception	Understanding the world. Begin to find out about animals that live in contrasting environments. Begin to understand the effect of changing seasons. Name and identify everyday materials.	Understanding the world. Make observations about animals from cold countries and hot countries. Discuss contrasting environments. Explore the properties of water (ice/snow etc)	Understanding the world. Make observations and draw pictures of plants. Explore life cycles, processes and changes in the natural world (caterpillars). Planting, observing and growing.



Science Long Term Plan – KS1

WORKING SCIENTIFICALLY

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

CYCLE A

AUTUMN	SPRING	SUMMER
ANIMALS INCLUDING HUMANS Pupils should be taught to: <ul style="list-style-type: none">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.• notice that animals, including humans, have offspring which grow into adults• find out about and 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	EVERYDAY MATERIALS Pupils should be taught to: <ul style="list-style-type: none">• distinguish between an object and the material from which it is made• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• describe the simple physical properties of a variety of everyday materials	LIVING THINGS & THEIR HABITATS Pupils should be taught to: <ul style="list-style-type: none">• 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• describe how animals obtain their food from plants and other animals, using the idea of a

Including: Seasonal Changes Observe changes across the four seasons Autumn (2 weeks at end of September) Winter (last week in December)	Including: Seasonal Changes Observe changes across the four seasons Winter (first week in January) Spring (last week of March/ first week of April)	simple food chain, and identify and name different sources of food. Including: Seasonal Changes Observe changes across the four seasons Summer (2 weeks in June)
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CYCLE B

AUTUMN	SPRING	SUMMER
ANIMALS Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Including: Seasonal Changes Observe and describe weather associated with the seasons and how day length varies. Autumn (2 weeks at end of September) Winter (last week in December)	EVERYDAY MATERIALS Pupils should be taught to: <ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Including: Seasonal Changes Observe and describe weather associated with the seasons and how day length varies. Winter (first week in January) Spring (last week of March/ first week of April)	PLANTS Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Including: Seasonal Changes Observe and describe weather associated with the seasons and how day length varies. Summer (2 weeks in June)



Science Long Term Plan – LKS2

WORKING SCIENTIFICALLY

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

CYCLE A

AUTUMN		SPRING		SUMMER
HUMANS	ROCKS & SOILS	LIGHT	PLANTS	FORCES AND MAGNETS
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
<ul style="list-style-type: none">• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get	<ul style="list-style-type: none">• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<ul style="list-style-type: none">• recognise that they need light in order to see things and that dark is the absence of light	<ul style="list-style-type: none">• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	<ul style="list-style-type: none">• compare how things move on different surfaces• notice that some forces need contact between two objects, but magnetic forces can act at a distance

<p>nutrition from what they eat</p> <ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.
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CYCLE B

AUTUMN		SPRING		SUMMER
ANIMALS INCLUDING HUMANS	ELECTRICITY	STATES OF MATTER	LIVING THINGS & THEIR HABITATS	SOUND
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">describe the simple functions of the basic parts of the digestive system in humansidentify the different types of teeth in humans and their simple functions	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">identify common appliances that run on electricityconstruct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzersidentify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batteryrecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitrecognise some common conductors and insulators, and	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">compare and group materials together, according to whether they are solids, liquids or gasesobserve that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">recognise that living things can be grouped in a variety of waysexplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentrecognise that environments can change and that this can sometimes pose dangers to living things.construct and interpret a variety of food chains, identifying producers, predators and prey.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">identify how sounds are made, associating some of them with something vibratingrecognise that vibrations from sounds travel through a medium to the earfind patterns between the pitch of a sound and features of the object that produced itfind patterns between the volume of a sound and the strength of the vibrations that produced itrecognise that sounds get fainter as the distance from the sound source increases.

	associate metals with being good conductors.			
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Science Long Term Plan – UKS2

WORKING SCIENTIFICALLY

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

CYCLE A

AUTUMN		SPRING	SUMMER
FORCES	EARTH & SPACE	PROPERTIES & CHANGES OF MATERIALS	LIVING THINGS
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age.

<p>that act between moving surfaces</p> <ul style="list-style-type: none"> • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
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CYCLE B

AUTUMN		SPRING	SUMMER
ELECTRICITY	ANIMALS INCLUDING HUMANS	LIGHT	EVOLUTION & INHERITANCE
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.