



**Science**  
**Subject Long Term Plan showing coverage across all year groups**

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
<b>EYFS</b>	<p style="text-align: center;"><b><u>Ourselves – How are we the same or different?</u></b></p> <p><b>Summary</b> To comment and ask questions about aspects of their familiar world.</p> <p>Discuss observations made e.g. plants, animals, natural and found objects on nature walks.</p> <p><u>Observe the senses and label parts of the body.</u></p>	<p style="text-align: center;"><b><u>How do we celebrate different events?</u></b></p> <p><b>Summary</b> Develop an understanding of growth, decay and changes over time.</p> <p><u>Show care and concern for living things and the environment.</u></p> <p><u>Look at changes over time e.g. hibernation and tree changes.</u></p>	<p style="text-align: center;"><b><u>Around the World - Which animals live in cold countries? Which animals live in hot countries?</u></b></p> <p><b>Summary</b> Look closely at similarities, differences, patterns and change. For example, weather patterns and comparison of hot and cold countries.</p> <p><u>To investigate waterproof materials.</u></p>	<p style="text-align: center;"><b><u>Fairy Tales/Traditional Stories – Which traditional tale do you like the best?</u></b></p> <p><b>Summary</b> To recognise similarities and differences in relation to places, objects, materials and living things. For example, how some objects float and others sink.</p> <p><u>To recognise features of environments and how they vary from one another.</u></p> <p><u>To develop an understanding of the importance of healthy eating.</u></p>	<p style="text-align: center;"><b><u>Growing – What is growing all around us?</u></b></p> <p><b>Summary</b> <u>To observe animals and plants and explain why things occur and change.</u></p> <p><u>To investigate plant growth through planting seeds.</u></p> <p><u>To order life cycles.</u></p>
<b>1</b>	<p style="text-align: center;"><b><u>What is special about our area? (school, Hedon)</u></b></p> <p><b>Summary</b> <u>Distinguish between an object and the material from which it is made.</u></p> <p><u>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</u></p> <p><u>Describe the simple physical properties of a variety of everyday materials.</u></p> <p><u>Compare and group together a variety of everyday materials based on their simple physical properties.</u></p> <p><b>Links to prior learning</b> <i>EYFS investigations of materials and some of their properties.</i></p>	<p style="text-align: center;"><b><u>What makes the Xbox more fun than toys/games from the past?</u></b></p> <p><b>Summary</b> <u>Observe changes across the four seasons.</u></p> <p><u>Observe and describe weather associated with the seasons and how day length varies.</u></p> <p><b>Links to prior learning</b> <i>EYFS observations of the seasons and changes.</i></p>	<p style="text-align: center;"><b><u>What did Flat Stanley do when he went to London?</u></b></p> <p><b>Summary</b> <u>To be able to know and name a variety of common wild and garden plants.</u></p> <p><b>Links to prior learning</b> <i>EYFS nature walks introducing children some common plants found in there are.</i></p>	<p style="text-align: center;"><b><u>Where do animals and plants come from?</u></b></p> <p><b>Summary</b> <u>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</u></p> <p><u>Identify and describe the basic structure of a variety of common flowering plants, including trees.</u></p> <p><u>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</u></p> <p><u>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</u></p> <p><u>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</u></p> <p><b>Links to prior learning</b> <i>EYFS identification of animals now leading onto how these can be grouped.</i></p>	<p style="text-align: center;"><b><u>How easy is it to fly?</u></b></p> <p><b>Summary</b> <u>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</u></p> <p><b>Links to prior learning</b> <i>EYFS looking at the parts of the body.</i></p>



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<p align="center"><b>2</b></p>	<p align="center"><b><u>What type of house would you like to live in?</u></b></p> <p><b>Summary</b>  <u>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</u></p> <p><u>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</u></p> <p><b>Links to prior learning</b>  <i>In YR 1, children identified materials and could describe physical properties. Now children look at considering how these properties make the material suitable or unsuitable for different uses.</i></p>	<p align="center"><b><u>Why can't a meerkat live in the North Pole?</u></b></p> <p><b>Summary</b>  <u>Explore and compare the differences between things that are living, dead, and things that have never been alive</u></p> <p><u>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</u></p> <p><u>Identify and name a variety of plants and animals in their habitats, including microhabitats</u></p> <p><u>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</u></p> <p><b>Links to prior learning</b>  <i>Continuing work done in EYFS looking at habitats and how they vary.</i></p>	<p align="center"><b><u>How do we know about the Great Fire of London?</u></b></p> <p><b>Summary</b>  <u>Continued from Autumn 1: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</u></p> <p><u>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</u></p> <p><b>Links to prior learning</b>  <i>Consolidate and expand on work done in Autumn 1. In YR 1, children identified materials and could describe physical properties. Now children look at considering how these properties make the material suitable or unsuitable for different uses.</i></p>	<p align="center"><b><u>What do beaches have in common? (Bridlington &amp; Sydney)</u></b></p> <p><b>Summary</b>  <u>Observe and describe how seeds and bulbs grow into mature plants.</u></p> <p><u>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</u></p> <p><b>Links to prior learning</b>  <i>Building on identification done in Year 1 and classification.</i></p>	<p align="center"><b><u>Why wouldn't a pirate make a good friend?</u></b></p> <p><b>Summary</b>  <u>Notice that animals, including humans, have offspring which grow into adults.</u></p> <p><u>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</u></p> <p><u>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u></p> <p><b>Links to prior learning</b>  <i>Continuing work about healthy eating done in EYFS.</i></p>
<p align="center"><b>3</b></p>	<p align="center"><b><u>Early Civilisation- How did they influence our lives today?</u></b></p> <p><b>Summary</b>  <u>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</u></p> <p><u>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</u></p> <p><u>Recognise that soils are made from rocks and organic matter.</u></p> <p><b>Links to prior learning</b>  <i>Use knowledge of grouping from Yr 1 and 2 to consider ways to group and compare properties.</i></p>	<p align="center"><b><u>Why Africa is a continent and what is significant about its history?</u></b></p> <p><b>Summary</b>  <u>Recognise that they need light in order to see things and that dark is the absence of light.</u></p> <p><u>Notice that light is reflected from surfaces.</u></p> <p><u>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</u></p> <p><u>Recognise that shadows are formed when the light from a light source is</u></p>	<p align="center"><b><u>How has Ancient Greece changed the world?</u></b></p> <p><b>Summary</b>  <u>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.</u></p> <p><u>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</u></p> <p><b>Links to prior learning</b>  <i>Links to diet and health in Yr 2 and the requirements of animals including humans to survive and be healthy.</i></p>	<p align="center"><b><u>Why did the Anglo Saxons and Scots want to settle in Britain?</u></b></p> <p><b>Summary</b>  <u>Compare how things move on different surfaces.</u></p> <p><u>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</u></p> <p><u>Observe how magnets attract or repel each other and attract some materials and not others.</u></p> <p><u>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.</u></p>	<p align="center"><b><u>Why should rainforests be important to us all?</u></b></p> <p><b>Summary</b>  <u>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</u></p> <p><u>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.</u></p> <p><u>Investigate the way in which water is transported within plants.</u></p> <p><u>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</u></p>



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		<p><u>blocked by an opaque object.</u></p> <p><u>Find patterns in the way that the size of shadows change.</u></p> <p><b><u>Links to prior learning</u></b> <i>Applying understanding of ways to protect and look after our bodies and skills from Year 2 of finding links and patterns.</i></p>		<p><u>Describe magnets as having two poles.</u></p> <p><u>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</u></p> <p><b><u>Links to prior learning</u></b> <i>Building on grouping of materials done in Year 2 based on their properties.</i></p>	<p><b><u>Links to prior learning</u></b> <i>Building on Yr 2 work about the requirements of plants to live and grow.</i></p>
4	<p><b><u>How has the River Humber affected life in our area?</u></b></p> <p><b><u>Summary</u></b> <u>Compare and group materials together, according to whether they are solids, liquids or gases.</u></p> <p><u>Observe 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)</u></p> <p><u>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</u></p> <p><b><u>Links to prior learning</u></b> <i>Year 2/3 skills of comparing and grouping materials together based on their properties</i></p>	<p><b><u>What makes the Earth angry?</u></b></p> <p><b><u>Summary</u></b> <u>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</u></p> <p><u>Recognise that environments can change and that this can sometimes pose dangers to living things.</u></p> <p><b><u>Links to prior learning</u></b> <i>Building on YR 2 work on habitats and classification with given classification keys.</i></p>	<p><b><u>How did life change from the middle ages to the Tudor period?</u></b></p> <p><b><u>Summary</u></b> <u>Identify how sounds are made, associating some of them with something vibrating.</u></p> <p><u>Recognise that vibrations from sounds travel through a medium to the ear.</u></p> <p><u>Find patterns between the pitch of a sound and features of the object that produced it.</u></p> <p><u>Find patterns between the volume of a sound and the strength of the vibrations that produced it</u></p> <p><u>Recognise that sounds get fainter as the distance from the sound source increases.</u></p> <p><b><u>Links to prior learning</u></b> <i>Using Year 3 skill of finding links and patterns. Knowledge from KS1 of our bodies to understand how our ears are used to hear.</i></p>	<p><b><u>Why did the Vikings and Anglo-Saxons battle for Britain?</u></b></p> <p><b><u>Summary</u></b> <u>Identify common appliances that run on electricity.</u></p> <p><u>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</u></p> <p><u>Identify 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 battery.</u></p> <p><u>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</u></p> <p><u>Recognise some common conductors and insulators, and associate metals with being good conductors.</u></p> <p><b><u>Links to prior learning</u></b> <i>Link to properties of materials in KS1, children will be able to associate being conductive with metals</i></p>	<p><b><u>What is different about Fairtrade food?</u></b></p> <p><b><u>Summary</u></b> <u>Describe the simple functions of the basic parts of the digestive system in humans.</u></p> <p><u>Identify the different types of teeth in humans and their simple functions.</u></p> <p><u>Construct and interpret a variety of food chains, identifying producers, predators and prey.</u></p> <p><b><u>Links to prior learning</u></b> <i>Building on Y2 simple food chains and sources of food.</i></p>



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<p><b>5</b></p>	<p style="text-align: center;"><b><u>How has the Victorian period affected our lives?</u></b></p> <p><b>Summary</b> <u>Describe the changes as humans develop to old age.</u></p> <p><b>Links to prior learning</b> <i>Building on Yr 1 and 2 to identify features of the body that change and moving on to more complex and internal changes.</i></p>	<p style="text-align: center;"><b><u>How do rivers differ?</u></b></p> <p><b>Summary</b> <u>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</u></p> <p><u>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</u></p> <p><u>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</u></p> <p><u>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</u></p> <p><u>Demonstrate that dissolving, mixing and changes of state are reversible changes.</u></p> <p><u>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.</u></p> <p><b>Links to prior learning</b> <i>Building on Yr 2-3 to compare and group materials and objects.</i></p>	<p style="text-align: center;"><b><u>How has Egypt changed since ancient times?</u></b></p> <p><b>Summary</b> <u>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</u></p> <p><u>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</u></p> <p><u>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</u></p> <p><b>Links to prior learning</b> <i>Year 3 how objects move on different surfaces.</i></p>	<p style="text-align: center;"><b><u>Will the next space travel be similar to the moon landing?</u></b></p> <p><b>Summary</b> <u>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</u></p> <p><u>Describe the movement of the Moon relative to the Earth.</u></p> <p><u>Describe the Sun, Earth and Moon as approximately spherical bodies.</u></p> <p><u>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</u></p> <p><b>Links to prior learning</b> <i>Children understand how daylight changes over different seasons and are now looking at changes over the course of a day and reasons for these changes.</i></p>	<p style="text-align: center;"><b><u>What will our coastline look like in 20 years' time?</u></b></p> <p><b>Summary</b> <u>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</u></p> <p><u>Describe the life process of reproduction in some plants and animals.</u></p> <p><b>Links to prior learning</b> <i>Building on from Yr 3 life cycles of plants.</i></p>
<p><b>6</b></p>	<p style="text-align: center;"><b><u>How did WW2 impact the local area?</u></b></p> <p><b>Summary</b> <u>Recognise that light appears to travel in straight lines.</u></p> <p><u>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect</u></p>	<p style="text-align: center;"><b><u>How is England important in Europe?</u></b></p> <p><b>Summary</b> <u>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</u></p>	<p style="text-align: center;"><b><u>What did the Romans ever do for us?</u></b></p> <p><b>Summary</b> <u>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</u></p> <p><u>Recognise the impact of diet, exercise,</u></p>	<p style="text-align: center;"><b><u>Why are the Americas so diverse?</u></b></p> <p><b>Summary</b> <u>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</u></p> <p><u>Compare and give reasons for variations in how components function,</u></p>	<p style="text-align: center;"><b><u>What happened to the Mayans?</u></b></p> <p><b>Summary</b> <u>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</u></p> <p><u>Recognise that living things produce</u></p>





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	<p><u>light into the eye.</u></p> <p><u>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.</u></p> <p><u>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</u></p> <p><b><u>Links to prior learning</u></b>  <i>Building on Yr 3 how light travels and is reflected.</i></p>	<p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b><u>Links to prior learning</u></b>  <i>More broad classification leading on from Yr 1, 2 and 4.</i></p>	<p><u>drugs and lifestyle on the way their bodies function.</u></p> <p><u>Describe the ways in which nutrients and water are transported within animals, including humans.</u></p> <p><b><u>Links to prior learning</u></b>  <i>Diet from Year 2-3</i></p>	<p><u>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</u></p> <p><u>Use recognised symbols when representing a simple circuit in a diagram.</u></p> <p><b><u>Links to prior learning</u></b>  <i>Increasing complexity of circuits from Yr 4</i></p>	<p><u>offspring of the same kind, but normally offspring vary and are not identical to their parents.</u></p> <p><u>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</u></p> <p><b><u>Links to prior learning</u></b>  <i>Adaptation in Yr 2 looked at how animals are suited to their environments. Now children are looking at how these adaptations can lead to evolution.</i></p>
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**Key**

Plants

Animals Including humans

Seasonal changes

Everyday materials and properties

Living things and their habitats

Rocks

Light

Forces and Magnets

Sound

Electricity

States of matter

Evolution and inheritance

Earth and space

No colour- links across topics