

Science long term plan

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Little Owls	Autumn		Spring		Summer	
Investigations	What's inside the bottle? Observe Why does this stick? Magnets What has happened to the water? Ice		Growing How can I help my cress seeds to grow? Plants		Are we all the same size? Will I grow before the holidays? Observing change	
F2	Ourselves/Autumn Preparing for Winter		Spring		Summer	
Investigations	Observe ice melting or ice in the outdoor area Observe physical changes outside linked to Autumn		What happens in Spring? - plant and animal observations Observe physical changes outside linked to Spring		What happens in summer? Observe physical changes outside linked to Summer Parts of a plant	
Year 1	Seasonal change (x2) Animals Inc Humans (senses and human body)	Seasonal change (x2) Materials	Seasonal change (x2) Animals Inc Humans (grouping, Id)	Seasonal change (x2) Plants	Seasonal Change (x2) Revisit animals inc Humans	Seasonal change (x2) Plants

Investigations	Which material is the most waterproof for the Jolly Postman’s bag? Which autumn objects roll? Are all of the trees the same? Can they identify objects using their senses?		Can they identify rainforest animals and compare them based on their speed and what they eat?	Favourite weather investigation (tally chart) Planting and naming different parts of a plant.	Does the temperature change throughout the four seasons? Plant detectives...locating and naming a variety of garden flowers.	
Investigations	Floorbook Ongoing observations of seasonal change. Evidence to be recorded in a floor book across the year and children will have access to this so they can observe, compare, discuss and add to.					
Year 2	Animals inc humans		Uses of everyday materials	Plants All living things and their habitats		
Investigations	-Why is mould growing so quickly? -How do I feel after exercising? How much has the baby grown?		-How far can I stretch a Curly wurly? -Can I bend it?	-What do plants need to grow? Do all seeds look the same?		-Do all minibeasts live in the same habitat? It is alive or dead?
Year 3	Light	Forces (friction)	Forces (magnets)	Sound	Plants	Animals including humans
Investigations	- Changing shadows - Which surfaces reflect light?	- cars travelling on different surfaces	- magnetic/non-magnetic sorting	- insulating sound	- best conditions for growing	- leg length compared to distance of jumps
Year 4	Rocks and Soil		Teeth and Digestion	States of Matter Water Cycle	Electricity	Living Things

Investigations	What purposes do rocks have? Which rocks are porous?		Can you explain the functions of the parts of the digestive system? What is tooth decay?		Which materials can electricity pass through?	Classifying vertebrate and invertebrate animals
Year 5	Earth and Space		Properties and changes to materials	Living things and their habitats	Forces	Animals including humans
Investigations	Shadows - monitor throughout the day Moon Diary - Phases of the moon		Volcano eruption - mixtures (irreversible change)	Compare growth of plants (asexual/sexual)	Water resistance- changing surface area of clay Air resistance - parachutes	Human timeline (photographs)
Year 6	light	Electricity	All living things and their habitats	Evolution and Inheritance	Animals including humans	
Investigations	Does light travel in a straight line? Can we find the colours of the rainbow? How are shadows formed?	Do the number of components in a circuit affect the brightness/volume /speed of a lamp/buzzer/motor ?	What conditions are the best for growing mould?	How have Homo Sapiens evolved?	How does exercise affect our Heart Rate? How does the heart make sure blood is pumped around the whole body?	

Long term plan for coverage of Raeburn Primary Science Programme of Study, 2014 NC EYFS Development Matters and EYFS Profile 2018

We can choose to place the units of study in any term with the relevant Key Stage

There will be elements of some Programmes of Study that will need to be studied not just in one term, but in several terms throughout the year. For example, learning about seasonal changes will need to take place in different terms.

In EYFS learning can happen 'In the moment', so if an opportunity arises then practitioners will respond and allow a child's interest to lead the learning experiences.

In Year 1 class floor books will be used for the topic 'seasons'. Staff will evidence pupil, group and class learning experiences with videos (linked to QR codes), post it note observations, annotated work, pupil voice and any other related evidence. Year 1 pupils also have a Science Investigation area as part of their Continuous Provision. Children will develop their knowledge and 'work as a scientist' in this area, independently, throughout the year. As in EYFS, the resources in this area will be adapted and changed throughout the year.