Brough Primary School **Science** **Long Term Plan 2023 - 2024**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Understanding the World** **The Natural World Early Learning Goals** ● Explore the natural world, 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. ● Children know about similarities and differences in relation to places, objects, materials and living things. ● They talk about the features of their own immediate environment and how environments might vary from one another. ● They make observations of animals and plants and explain why some things occur, and talk about changes.					
Key Stage 1 Working Scientifically	● Asking simple questions, close observations using simple equipment, carrying out simple tests, identifying and classifying, using observations to suggest answers to questions, gathering and recording data.					
Year 1/2 (Year A)	**Seasonal Changes (ongoing throughout the year) -** observe changes (including weather) across the four seasons.					
	Living Things and Their Habitats Living, dead and things that have never been alive.		**Everyday Materials** Compare and group everyday materials based on physical properties.		**Everyday Materials** Uses of everyday materials. How solid objects can be changed.	
Year 1/2 (Year B)	**Animals Including Humans**	**Animals Including Humans**	**Animals Including Humans** Basic needs of animals for	**Plants** Plant requirements for germination,		**Living Things and their Habitats**

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	Common animals, including in the local environment.	Basic parts of the body and the senses.	survival. Importance of exercise and nutrition for humans.	growth and survival. Identify and name a variety of plants and describe the basic structure of flowering plants.		Habitats and mico-habitats.
Lower Key Stage 2 Working Scientifically	• Asking relevant questions and using scientific enquiry to answer them, planning and carrying out comparative fair tests, making systematic observations with accurate observations, presenting data in a variety of ways, using scientific language, oral and written reporting of findings, drawing conclusions from results, identifying what is the same and what is different, using evidence to support their findings.					
Year 3/4 (Year A)	**Forces and Magnets** Magnetic forces. Behaviour and uses of different magnets.	**Living things and their habitats** Grouping living things. Human impact on environments and possible dangers to living things. **Animals, including Humans** Food chains	**Animals, including Humans.** Importance of nutrition. Human and animal skeletons and muscles	**Plants** Structure and functions of plants. Requirements for life and growth.	**Earth and Space** Movement of the moon, sun and the Earth. How the Earth's rotation explains day and night and apparent movement access the sky. Include celebration of National Space Day	**Light** Light and dark. Reflection, Formation and change in size of shadows.
Year 3/4 (Year B)		**Sound** How sounds	**Rocks** Different rocks and	**Electricity** Simple series	**States of Matter** Solids, liquids and	**Animals including**

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		are made. Vibration. Pitch and volume of sound.	soils. How fossils are formed.	electrical circuits. Electrical conductors and insulators. Common appliances that run on electricity.	gases. The water cycle.	**Humans** Digestive system. Types of teeth in humans and their functions.
Upper Key Stage 2 Working Scientifically	• Continue to plan enquiries recognising and controlling variables, measure with precision, record data in an increasing number of ways, using tests to make predictions, use findings from enquiries to explain casual relationships and explain results in more detail, show which scientific evidence has been used to support or discount arguments.					
Year 5/6 (Year A)	**Animals, including Humans** Changes as humans develop to old age.	**Forces** Gravity, water resistance, air resistance and friction. Mechanisms.	**Properties and Changes of materials** Explore and compare properties of materials. How mixtures can be separated. Reversible and irreversible changes.			**All Living Things and their Habitats** Differences in life cycles between mammals, amphibians, insects and birds. Reproduction in some plants and animals.
Year 5/6 (Year B)	**Light** How light travels. How objects are seen/reflected. Shadows.	**Electricity** Effect of changing different components in a circuit. Recognised symbols when	**Animals including Humans** Human circulatory System. Impact of diet, exercise and lifestyle on the way		**Evolution and Inheritance** How living things changed over time. Characteristics of off-spring to parents.	**Living things and their Habitats** Classification of plants and animals. environment.

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		drawing circuit diagrams.	our bodies function. How nutrients and water are transported within animals.		Adaptation to the environment.	

Notes – Three wider school events which take place, one each term.

1). Whole school focus is to be undertaken during British Science Week in March. British Science Week is a ten-day celebration of science, technology, engineering and maths.
3). (Focus within Y3/4 Cycle A) National Space Day dedicates the first Friday in May to the extraordinary achievements, benefits, and opportunities in the exploration and use of space. The goal of the observance is to promote maths, science, technology, and engineering education in children and young people. The hope is to inspire them to pursue a career in science, especially a career in space-related jobs.