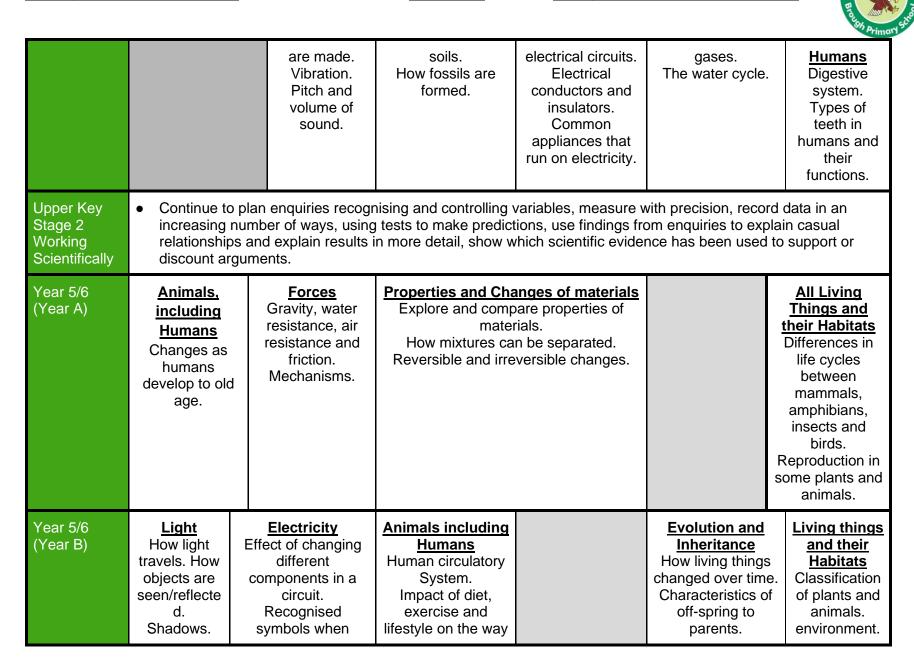


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	 Understanding the World The Natural World Early Learning Goals Explore the natural world, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and 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	Seasonal Changes (ongoing throughout the year) - observe changes (including weather) across the four seasons.						
	Animals Including Humans Common animals - their different features and their different diets.		Everyday Materials Knowing what materials are mad from, what materi names are and about some of the physical propertie	al eir	Plants Identify and not common wild garden plant Describe bases structure of flooplants, including trees.	and ts. sic ower	
Year 2	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 Knowing what materials are made from, what material names are and about some of their physical properties.		Everyday Materials Uses of everyday materials. How solid objects can be changed.		
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)		<u>Sound</u> How sounds	Rocks Different rocks and	Electricity Simple series	States of Matter Solids, liquids and	Animals including	



Brough Primary School

Science

Long Term Plan 2024 - 2025

			Primar
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.