

Science Long Term Plan Cycle 1 – 23-24

| EYFS | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|---|---|--|---|---|--|
| Theme | What's that sound? | Starry Night | Long Ago | Do cows drink milk? | Seasonal Changes | On the Beach |
| Curriculum Areas | Science – Sound – experiments – drum and rice for vibrations, make shakers and compare sounds that different materials make when hit. Link with music and materials. Making cup phones – sound travel | Understanding the World – P & C – people who work at night. The World – Looking ay Nocturnal animals and night time visitors. Why is it dark at night – looking at this being caused by an absence of light. Changes – shorter days, darker mornings and nights. Stars and constellations. | Understanding the World – Technology in the home and how we rely on this. Compare with another time before their living memory – Then and Now. Compare items eg electric whizz and hand whisk, iron – electric and one you would heat on the stove etc.. | Science – animals including humans and their habitats. Farm animals and their young, where they live – their structures and compare – describe and compare structure of common animals that are herbivores, carnivores and omnivores. What they eat | Understanding the World – Growing Vegetables and planting – Looking at eat a rainbow. Look at family mealtimes – favourite meals, compare and talk about differences. | Science – habitats – rock pool – what can live here and why can't some creatures live here? |
| Emerging | Talks about why things happen and how things work. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Talks about why things happen and how things work. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. |
| Expected | Developing an understanding of change. Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world | <ul style="list-style-type: none"> Developing an understanding of change. Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world. | | <ul style="list-style-type: none"> Be able to show care and concern for living things. Have some understanding of growth and change. Can talk about things they have observed including animals. Look closely at similarities, differences, patterns and change. | Develop an understanding of growth. <ul style="list-style-type: none"> Shows care and concern for living things and the environment. Make observations of plants and explain why some things occur, and talk about changes. Can talk about some of the things they have observed, such as plants. | Comments and questions about the place they live or the natural world. <ul style="list-style-type: none"> Shows care and concern for living things and the environment. Can talk about things they have observed such as plants and animals. Notices features of objects in their environment. Comments and asks questions about their familiar world. |
| Exceeding | They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. | | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. |

Cycle 2 2022-23

| EYFS | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|---|---|--|---|--|---|
| Theme | People who help us | Big Wide World | Will you read me a story? | Big Lights Big City | Why do zebras have stripes? | Marvellous Machines |
| Curriculum Areas | .Y1 Science - materials - DF fire safety and fire extinguisher | Understanding the World – Looking at what woodland animals and what they eat. Nature's buffet – what happens to food when it is left for a long time – decay – what changes can they see? Looking at Wild Animals and how these are different from pets. | Science - seasons and changes in plants - deciduous and evergreen - wooded area in school. -comparing living things and change, looking at states of matter | Understanding of the World – Comparing journeys and trips they have been on – compare photos. Building and testing boats to see which materials are best to use to make sure they float. | Science - Animals including humans - and the human body. | Understanding the World – Minibeast Café – find out what foods mini beasts prefer, make bug habitats, go on a minibeast hunt and collect and look at. Classify minibeasts |
| Emerging | <input type="checkbox"/> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <input type="checkbox"/> Can talk about some of the things they have observed such as plants, animals, natural and found objects. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | <input type="checkbox"/> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <input type="checkbox"/> Can talk about some of the things they have observed such as plants, animals, natural and found objects. | Developing an understanding of growth, decay and changes over time. Talks about why things happen and how things work. | Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. |
| Expected | Children know about similarities and differences in relation to places, objects, materials and living things. | 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. | <input checked="" type="checkbox"/> Developing an understanding of change. <input checked="" type="checkbox"/> Observe and explain why certain things may occur (e.g leaves falling off trees, weather changes). <input checked="" type="checkbox"/> Look closely at similarities, differences, patterns and change. <input checked="" type="checkbox"/> Comments and questions about the place they live or the natural world. | Children know about similarities and differences in relation to places, objects, materials and living things. They are familiar with basic scientific concepts such as floating, sinking, experimentation. | Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. | Comments and questions about the place they live or the natural world. <input checked="" type="checkbox"/> Shows care and concern for living things and the environment. <input checked="" type="checkbox"/> Can talk about things they have observed such as plants and animals. <input checked="" type="checkbox"/> Notices features of objects in their environment. |



| | | | | | | |
|-----------|--|--|---|--|--|---|
| | | They make observations of animals and plants and explain why some things occur, and talk about changes | | | | 🗉 Comments and asks questions about their familiar world. |
| Exceeding | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. | Children know that the environment and living things are influenced by human activity. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. | | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. |