

## Long Term Plan in Science (Cycle B)



### EYFS - Year R:

The table below shows the key science knowledge learned in each EYFS year. \*Indicates that the science content is separate from the EFYS topic for that half term.

### Years 1 and 2:

The table shows the key science knowledge learned in each science unit for KS1 Cycle B. This is consolidated during this and the other year of the KS1 science Cycle; (Cycle A).

### For all year groups:

The medium-term planning for each unit includes careful sequencing of key facts (substantive knowledge) and skills (declarative knowledge) enables our pupils to know more, do more and remember more.

We build retrieval activities into each unit to help the children practice recalling knowledge and vocabulary. This helps keep knowledge 'warm' and accessible.

This table does not show the activities children will be involved in, or the full range of vocabulary and skills taught. Please refer to separate documents for this information; vocabulary progression for each unit, skills coverage for each Cycle. The information below is the knowledge we expect them to transfer into their long-term memories, as building blocks for future learning.

	<b>EYFS - Reception</b>	<b>KS1 - Year 1 CYCLE B</b>	<b>KS1 – Year 2 CYCLE B</b>
<b>Ongoing KS1 Topic – throughout the year</b>	<b>Seasonal Changes</b> To explore the natural world around them and describe what they see, hear and feel while outside. To know some of the effects of changing seasons on the natural world around them and upon themselves, and to talk about them.	<b>Weather and Seasons Y1</b> To know how to observe and describe the weather. To know why weather is important for all living things. To know that seasons have different characteristics. To use correct vocabulary.	<b>Weather and Seasons Y2</b> As for Y1 and also: To know that day length varies according to the seasons. To begin to learn about the impact of humans on our climate.
<b>Autumn 1</b>	<b>Me and My Family</b> To name and describe themselves and their family, noticing similarities and differences. To use their senses to explore the world around them. To name and locate basic parts of the body.	<b>Healthy Humans – Super senses</b> To know the differences between things that are living and non-living and have never been alive. To know the basic structure of the human body. To know that different parts of the human body give us our senses which we use to help us to survive. To use correct vocabulary.	
<b>Autumn 2</b>	<b>Food and Farms</b> To learn to respect living things and the natural environment.	<b>Light and Dark</b> To know the importance of the sun for living things on our planet. To know that dark is the absence of light.	

	<p>To talk about what they see using a wide vocabulary.</p> <p>To know that living things change, grow, &amp; reproduce.</p> <p><b>EYFS Reception</b></p>		
	<p>To know that the food that we eat is important to keep our bodies healthy</p>		
<b>Spring 1</b>	<p><b>Materials and Forces* (Toys in the Past)</b></p> <p>To use their senses to explore the world around them.</p> <p>To name and describe some common materials.</p> <p>To explore how things work or move.</p> <p>To explore the different forces they can feel.</p>	<p><b>Everyday Materials Y1</b></p> <p>To know the difference between an object and the material it is made from.</p> <p>To name and identify a range of everyday materials: wood, metal, plastic, glass, stone, fabric, paper.</p> <p>To use correct vocabulary to describe their properties.</p> <p>To know that we must take care of precious resources.</p>	<p><b>Uses of everyday materials Y2</b></p> <p>As for Y1 and also:</p> <p>To understand why certain materials are suitable for particular uses.</p>
<b>Spring 2</b>	<p><b>Plants and Growth* (Farncombe)</b></p> <p>To know that some things are alive and some are not.</p> <p>To know that living things change and grow.</p> <p>To notice change over time when growing plants from seed; lifecycles.</p> <p>To know and describe how humans change and grow.</p>	<p><b>Habitats</b></p> <p>To know that there are many different types of habitat on our planet, and to be able to compare the features of some of them.</p> <p>To know that within a habitat living things depend on each other to survive.</p> <p>To learn about some of the dangers facing certain habitats on our planet, and what that means for the things that live in them.</p> <p>To use correct vocabulary.</p>	
<b>Summer 1</b>	<p><b>Minibeasts* (The King)</b></p> <p>To learn to respect living things and the natural environment.</p> <p>To explore the natural world around them and describe what they see outside.</p>	<p><b>Other Animals</b></p> <p>To identify and name a variety of animals.</p> <p>To describe the body structures of different animals, and how these often help them to survive in their habitat.</p> <p>To know that animals get their food from plants and other animals.</p>	

<b>Summer 2</b>	<b>Habitats* (Parks &amp; playgrounds)</b> To recognize that some environments are very different to the one in which they live. To describe similarities and differences and the effect they have on living things.	<b>Sound Y1</b> To know that sound comes from a source and travels to our ears. To know how sound can be important for safety and communication.	<b>Electricity Y2</b> To know that electricity is a very important source of energy and must be used safely. To know that we should not waste any resources including electricity.
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