

**Science LTP 2025-2026**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>EYFS</b>	<u>All about me</u> <u>Celebrate with me</u> Communicates confidently with peers and adults. Contributes to discussions. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes. Can talk about how ice is formed. Knows what the word habitat means. Knows about the seasonal changes in autumn and winter		<u>Once upon a time</u> <u>Amazing Animals</u> Responds to discussions with comments and questions. Enjoys being part of conversations and discussions and uses new vocabulary in context. Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator and nocturnal. Knows most plants grow from seeds, bulbs know plants need water and light to grow. Knows the names of the seasons Understands the world map shows all countries in the world and that the sea is represented in blue		<u>Ticket to ride!</u> <u>Under the Sea</u> Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Explores the natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter	
	<u>Seasonal change</u>					
<b>Year 1</b>	<u>Animals, including humans</u> <u>Everyday materials</u> (Light) Celebrations (Unit 2)	<u>Animals, including humans/ Everyday materials</u> Polar Places (Unit 3)	<u>Animals, including humans/ Everyday materials</u> Holidays (Unit 6)	<u>Seasonal change/ Animals, including humans</u> On Safari (Unit 5)	<u>Plants/ Animals, including humans</u> Plants and Animals where we live (Unit 4)	<u>Animals, including humans/ Everyday materials</u> Who am I? (Unit 1)
<b>Year 2</b>	<u>Use of everyday materials</u> Material Monsters (Unit 2)	<u>Use of everyday materials</u> Squash, Bend, Twist and Stretch (Unit 3)	<u>Animals including humans</u> Little Master Chefs (Unit 6)	<u>Plants</u> Young Gardeners (Unit 5)	<u>Animals including humans</u> Healthy me (Unit 1)	<u>Living things and their habitats</u> Our Local Environment (Unit 4)
<b>Year 3</b>	<u>Animals, including humans</u> Food and our Bodies (Unit 2)	<u>Forces and magnets</u> Forces and magnets (Unit 5)	<u>Electricity</u> Power it Up (Y4-Unit 5)	<u>Plants</u> How does your Garden Grow? (Unit 4)	<u>Light</u> Light and Shadow (Unit 3)	<u>STEM</u> Nappy Challenge (Unit 6)
<b>Year 4</b>	<u>Living things and their habitats</u> Living Things (Unit 2)	<u>Animals, including humans</u> Teething and Eating (Unit 4)	<u>States of matter</u> Looking at States (Unit 3)	<u>Sound</u> What's that Sound? (Unit 1)	<u>Rocks and Soils</u> Year 3 scheme Unit 1.	<u>STEM</u> The Build Up (Unit 6)
<b>Year 5</b>	<u>Earth and space</u> Out of this World (Unit 1)	<u>Properties and changes of materials</u> Material World (Unit 2)	<u>Forces</u> Let's get Moving (Unit 4)	<u>Living things and their habitats</u> Circle of Life (Unit 3)	<u>Animals including humans</u> Growing up and Growing Old (Unit 5)	<u>STEM</u> Space Project
<b>Year 6</b>	<u>Electricity</u> Electricity (Unit 5)	<u>Animals, including humans</u> Healthy Bodies (Unit 2)	<u>Evolution and inheritance</u> Evolution and inheritance (Unit 3)	<u>Light</u> Light (Unit 4)	<u>Living things and their habitats</u> Classifying Living Things (Unit 1)	<u>STEM</u> The Titanic (Unit6)

**Unit references refer to the Switched On Science scheme, used to source appropriately pitched activities and tasks.**