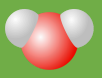
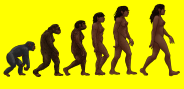
Science LTP - Morland Area CE
2026-27 (B)

Two-year rolling programme
Year B = Year 2, 4 and 6 coverage

	Biology			Chemistry	Physics	
	 Working Scientifically					
EYFS	People and communities 			Understanding the world 	The World 	
Y1	Plants including trees 		Animals including humans 	Everyday materials 	Seasonal changes and weather 	
Y2	Animals including Humans 	Plants 	Living things and their habitats 	Uses of everyday materials 		
Y3	Plants 		Animals incl. Humans 	Rocks 	Light 	Forces and magnets 
Y4	Animals including Humans and SRE 		Living things and their habitats 	States of matter 	Sound 	Electricity 
Y5	Animals including Humans and SRE 		Living things and their habitats 	Properties and changes of materials 	Earth and space 	Forces 
Y6	Animals including Humans and SRE 	Living things and their habitats 	Evolution and inheritance 		Light 	Electricity 

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EYFS: Natural World (People and Communities & The World)					
Natural World	• Explore the natural world, make observations and draw pictures of animals and plants. • Know some similarities and differences between our own environment and others – draw on experiences and information read in class. • Understand the effects of changing seasons on the world around us.				
Working Scientifically Taught through the topics	• Ask questions • Talk about what is being done in order to answer their questions • Make observations • Talk about why things happen • Talk about changes				
EYFS	**Plants**	**Animals and Humans**	**Living things and Habitats**	**Everyday Materials**	***Seasonal Changes***
Nursery	• Explore plants and seeds and discuss their similarities and differences.	• Make observations of animals. • Explain why something occurs and talk about the change.	• Talk about their own environment,	• Explore a variety of materials and discuss their properties. • Collect various objects from the outdoor environment and allow children to explore and play with them (stones, wood, bricks)	• To discuss how day changes to night.
Reception	• Explore the different parts of a plant. • To discuss where some foods come from.	• Identify some common animals and categorise. E.g. pets, farm, under the sea, jungle etc. • Label some simple parts of the human body and associated senses.	• Explore plants from the local environment and their features.	• Identify some common materials and compare and describe.	• Talk about changes in the different seasons
Key Vocabulary	**Petal, Colours, Leaves, Stem.**	**Move, Walk, Run, Fly, Crawl**	**Shelter, Food, Water, Warmth, Same, Different,**	**Same, Different, Touch, Use. Soil, Rock, Stone Brick, Plastic, Cardboard, Metal, Wood, Glass, Hard, Soft**	**Day, Night, Hot, Cold. Rain, Snow, Sun, Moon, Stars, Clouds, Summer, Spring, Autumn, Winter**

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Class 2 (Year 2) Year A 2025-2026

Objectives	Topic	Key Scientists	Vocabulary	
Autumn 1 • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	**Living things and their habitats**	Steve Backshall (British Naturalist)	**Tier 2** Thrive, Depend, Producer, Consume, Prey, Predator	**Tier 3** Oxygen, Nutrition, Respiration, Sensitivity, Reproduction, Excretion

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Autumn 2 • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Uses of everyday materials**	Ole Kirk Christiansen (invented Lego)	**Tier 2** Artificial. Brittle. Extracted, Fabric, Manufactured, Natural	**Tier 3** Ceramic, Durable, Inflexible, Reflective, Rigid, Translucent
Spring 1 • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Animals inc. humans**	George Mottershead (founded Chester zoo)	**Tier 2** Healthy, Survive, Exercise, Heart, Lungs, Muscles	**Tier 3** Hygiene, Larva, Pupae, Vertebrates, Invertebrates, Metamorphosis
Spring 2 • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Plants**	Natural England/Cliburn Moss	**Tier 2** Wither, Dormant, Mature, Bulb, Anchor, Sustain	**Tier 3** Germination, Perennial, Carbon Dioxide, Glucose, Clone

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Summer 1 • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some	**Revisit Living things and their habitats/ Uses of everyday materials**	Steve Backshall (British Naturalist) George Mottershead (Chester zoo) Ole Kirk Christiansen (invented Lego)	**Tier 2** Thrive, Depend, Producer, Consume, Prey, Predator, Artificial. Brittle. Extracted, Fabric, Manufactured, Natural	**Tier 3** Oxygen, Nutrition, Respiration, Sensitivity, Reproduction, Excretion, Ceramic, Durable, Inflexible, Reflective, Rigid, Translucent

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materials can be changed by squashing, bending, twisting and stretching				
Summer 2 • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Revisit Plants and Animals including humans**	Beatrix Potter - popular children's author and illustrator who made contributions to conservation and mycology.	**Tier 2** Wither, Dormant, Mature, Bulb, Anchor, Sustain, Healthy, Survive, Exercise, Heart, Lungs, Muscles	**Tier 3** Germination, Perennial, Carbon Dioxide, Glucose, Clone Hygiene, Larva, Pupae, Vertebrates, Invertebrates, Metamorphosis

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Class 3 (Year 4)

Objectives	Topic	Key Scientists	Vocabulary	
Autumn 1 • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	**Living things and their habitats**	Robert Hooke and Jane Goodall	**Tier 2** Classification, Environment, Interdependence, Interact, Beneficial, Hierarchy	**Tier 3** Vertebrate, Invertebrate, Biotic, Ecosystem, Species, Niche
Autumn 2 • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	**States of matter**		**Tier 2** Permanent, Particle, Solid, Liquid, Gas, Vapour	**Tier 3** Evapourate, Condense, Melt, Matter, State, Volume
Spring 1 • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	**Animals including humans**		**Tier 2** Expel, Compact, Digestion, Acid, Stomach, Intestines	**Tier 3** Incisor, Canine, Molar, Enzyme, Saliva, Peristalsis

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Spring 2 • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors	**Electricity**		**Tier 2** Associate, Identify, Portable, Effect, Appliance, Series	**Tier 3** Component, Electrical Insulator, Electrical Conductor, Circuit, Hypothesis, Variable
Summer 1 • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases	**Sound**		**Tier 2** Produce, Property, Source, Frequent, Regular, Affect	**Tier 3** Vibrate, Pitch, Volume, Medium, Vacuum, Sound Wave

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Summer 2 • SRE	**Growing up and It's My Body**	Growing up - year 4 It's My Body - year 3	**Tier 2**	**Tier 3**

Class 4 (Year 6)

Objectives	Topic	Key Scientists	Vocabulary	
Autumn 1 • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	Living things and their habitats	Carl Linneaus - created the taxonomy system	**Tier 2** Characteristic, Interdependence, Specific, Categorise, Primitive, Hierarchy	**Tier 3** Fungus, Arthropod, Taxonomy, Kingdom, Phylum, Genus
Autumn 2 • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Light		**Tier 2** Impurity, Emit, Absorb, Constituent, Filter, Artificial	**Tier 3** Refraction, Incidence, Spectrum., Prism, Lux, Pigment
Spring 1 • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to	Animals including humans	Galen - first described how blood was circulated around the body	**Tier 2** Cell, Chamber, System, Circulation, Vessel, Clot	**Tier 3** Plasma, Platelet, Artery, Capillary, Vein, Ventricle

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recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
Spring 2 • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram	Electricity		**Tier 2** Component, Consequence, Systematic, Represent, Source, Generate	**Tier 3** Proton, Neutron, Electron, Terminal, Series, Potential Difference
Summer 1 • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways	Evolution and inheritance	Charles Darwin and Alfred Wallace - theory of evolution	**Tier 2** Characteristic, Adaptation, Acquire, Theory, Modify, Generation	**Tier 3** Evolve, Survival, Species, Clone, Inherit, Fossil

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and that adaptation may lead to evolution				
Summer 2 • describe the changes as humans develop to old age • Pupils should draw a timeline to indicate stages in the growth and development of humans • They should learn about the changes experienced in puberty • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows	Animals including humans and SRE		**Tier 2**	**Tier 3**