Biology | Chemistry | Physics

Long Term Science Overview 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Everyday Materials**	**Everyday Materials**	**Animals, including Humans**	**Animals, including Humans**	**Plants**	**Seasonal Changes** *Seasonal Changes throughout the year as appropriate to the changing seasons.*
Working Scientifically:	• Children will ask simple questions, observe closely using simple equipment, and identify and classify objects. • Children will perform simple tests and use observations to suggest answers to questions.		• Children will gather and record data to help answer questions using drawings and tables. • Children will observe closely, identify and classify using simple equipment.		• Children will observe changes over time, including seasonal changes, and record simple data.	• Children will identify patterns in seasonal change and use observations to describe what they notice. • Children will use pattern seeking to identify seasonal changes. • Children will say what they notice worked well or what they found surprising in their observations.
Year 2	**Uses of Everyday Material**	**Uses of Everyday Materials**	**Animals including Humans**	**Plants**	**Living Things and their Habitats**	**Living Things and their Habitats**
Working Scientifically:	• Children will perform simple comparative tests and identify and compare materials. • Children will use observations to answer questions and classify uses of materials.		• Children will gather and record data to answer questions about survival needs.	• Children will observe closely and identify and classify, recording simple observations.	• Children will ask simple questions and use observations to identify living things and habitats. • Children will identify patterns, classify living things, and construct simple food chains. • Children will use simple secondary sources to answer questions. • Children will explain whether their findings matched what they expected.	
Year 3	**Forces and Magnets**	**Rocks**	**Animals, including Humans**	**Animals, including Humans**	**Plants**	**Light**
Working Scientifically:	• Children will set up simple practical enquiries and comparative tests.	• Children will identify differences and similarities and classify using scientific evidence.	• Children will use scientific evidence to answer questions, including comparing animals with and without skeletons and grouping by diet with explanations. • Children will make systematic observations and record findings accurately using scientific language. • Children will recognise patterns in data to support conclusions. • Children will explain whether their results are reliable using evidence from their observations.		• Children will gather, classify and present data in different ways.	• Children will record findings using diagrams, keys and tables and use scientific vocabulary to explain results.
Year 4	**States of Matter**	**Electricity**	**Animals, including Humans: Digestion and Teeth**	**Sound**	**Living Things and their Habitats**	**Living Things and their Habitats**
Working Scientifically:	• Children will take accurate measurements using standard units.	• Children will set up comparative and fair tests and record results.	• Children will identify patterns, similarities and differences in scientific ideas.	• Children will make systematic observations and identify patterns.	• Children will use classification keys to group living things. • Children will report findings using oral and written explanations, supported by evidence. • Children will evaluate their results and suggest improvements to their methods.	
Year 5	**Living Things and their Habitats**	**Forces**	**Earth and Space**	**Properties and Changes of Materials**	**Properties and Changes of Materials**	**Animals, including Humans**
Working Scientifically:	• Children will observe and compare life cycles and identify patterns in reproduction and growth.	• Children will identify effects of air resistance, water resistance and friction using evidence.	• Children will describe the movement of Earth, Moon and planets and explain patterns.	• Children will compare properties of materials and carry out systematic tests. • Children will investigate reversible and irreversible changes and record findings. • Children will evaluate the accuracy of their results and justify whether conclusions are supported by evidence.		• Children will describe human development and changes over time, using scientific evidence. • Children will explain results and justify conclusions using scientific knowledge.
Year 6	**Evolution and Inheritance**	**Animals, including Humans**	**Electricity**	**Light**	**Living Things and their Habitats**	**Living Things and their Habitats**
Working Scientifically:	• Children will use evidence from fossils to explain change over time.	• Children will identify patterns relating to diet, lifestyle and health.	• Children will record and present complex results using diagrams and scientific symbols.	• Children will use scientific ideas to explain reflection, shadows and the travel of light.	• Children will classify living things using scientific classification systems. • Children will justify classification decisions using scientific evidence and reasoning. • Children will evaluate evidence, judge its reliability, and explain how it supports or challenges scientific ideas.	