

Science Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> Explore hands-on exploration of natural materials and compare <ul style="list-style-type: none"> Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal. respect and care for the natural environment Forces Talk about the differences between materials <ul style="list-style-type: none"> Keeping healthy and safe Explore the natural world around them Describe what they see, hear and feel while they are outside Recognise some environments that are different to the one in which they live changing seasons 					
Year 1	<p>Animals including Humans</p> <ul style="list-style-type: none"> name and label the external human body parts explore 5 senses: sight, sound, taste, touch, smell 	<p>Everyday Materials</p> <ul style="list-style-type: none"> name a variety of everyday materials say what material an object is made from describe the physical properties of everyday materials explore and investigate materials 	<p>Plants</p> <ul style="list-style-type: none"> describe basic structure of plants 	<p>Animals including Humans</p> <ul style="list-style-type: none"> introduce animal groups: fish, amphibians, reptiles, birds and mammals group familiar animals by their characteristics grouping animals by what they eat: carnivores, herbivores and omnivores 	<p>Plants</p> <ul style="list-style-type: none"> name a variety of common wild and garden plants and trees 	
	<p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons describe weather associated with the seasons and how day length varies 					
Year 2	<p>Animals including Humans</p> <ul style="list-style-type: none"> What do animals need to survive? the importance of exercise, healthy diet, and hygiene. 	<p>Materials</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials how the shapes of solid objects made from 	<p>Plants</p> <ul style="list-style-type: none"> 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. 	<p>Living things, and their Habitats</p> <ul style="list-style-type: none"> compare things that are living, dead, and things that have never been alive say why certain thing live in habitats identify and name a variety of plants and animals in their habitats describe how animals obtain their food from 	<p>Plants</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults

				plants and other animals, and food chains		
Year 3	Animals including Humans <ul style="list-style-type: none"> ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Rocks and Soils <ul style="list-style-type: none"> ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter 	Magnets and Forces <ul style="list-style-type: none"> ♣ compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other 		Light and Shadow <ul style="list-style-type: none"> ♣ recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change. 	Plants <ul style="list-style-type: none"> ♣ identify and describe the functions of different parts of flowering plants ♣ explore the requirements of plants for life and growth and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants
Year 4	Animals including Humans <ul style="list-style-type: none"> ♣ Digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains 	States of Matter <ul style="list-style-type: none"> ♣ 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, <ul style="list-style-type: none"> ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Electricity <ul style="list-style-type: none"> ♣ identify common appliances that run on electricity ♣ construct a simple series electrical circuit ♣ 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 ♣ recognise some common conductors and insulators 	Sound <ul style="list-style-type: none"> ♣ identify how sounds are made ♣ recognise that vibrations from sounds travel through a medium to the ear <ul style="list-style-type: none"> ♣ 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 ♣ recognise that sounds get fainter as the distance from the sound source increases. 	Living things and their Habitats <ul style="list-style-type: none"> ♣ 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. 	Consolidation

<p>Year 5</p>	<p>Materials</p> <ul style="list-style-type: none"> ♣ compare and group together everyday materials on the basis of their properties, ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials <ul style="list-style-type: none"> ♣ 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. 	<p>Forces</p> <ul style="list-style-type: none"> ♣ explain that objects fall towards the Earth because of the force of gravity ♣ identify the effects of air resistance, water resistance and friction ♣ recognise that some mechanisms allow a smaller force to have a greater effect 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the life process of reproduction in some plants and animals. 		<p>Animals including Humans</p> <ul style="list-style-type: none"> ♣ describe the changes as humans develop to old age. 	<p>Earth and Space</p> <ul style="list-style-type: none"> ♣ describe the movement of the Earth, and other planets, relative to the Sun ♣ describe the movement of the Moon ♣ describe the Sun, Earth and Moon as approximately spherical <ul style="list-style-type: none"> ♣ use the idea of the Earth's rotation to explain day and night
<p>Year 6</p>	<p>Light</p> <ul style="list-style-type: none"> ♣ recognise that light appears to travel in straight lines ♣ explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things 	<p>Electricity</p> <ul style="list-style-type: none"> ♣ 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 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> ♣ recognise that living things have changed over time and that fossils provide information ♣ recognise that living things produce offspring of the same kind 	<p>Animals including Humans</p> <ul style="list-style-type: none"> ♣ the human circulatory system ♣ recognise the impact of diet, exercise, drugs and lifestyle 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> ♣ describe how living things are classified into broad groups <ul style="list-style-type: none"> ♣ give reasons for classifying plants and animals based on specific characteristics. 	<p>Consolidation</p>

	<p>because light travels from light sources to our eyes</p> <ul style="list-style-type: none">♣ explain why shadows have the same shape as the objects that cast them.	<p>in how components function</p> <ul style="list-style-type: none">♣ use recognised symbols when representing a simple circuit in a diagram.	<ul style="list-style-type: none">♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<ul style="list-style-type: none">♣ how nutrients and water are transported within animals, including humans.		
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