

## Subject Area: Science

EYFS	Autumn 1 <sup>st</sup>	Autumn 2nd	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2nd
Early Years Foundation Stage	The natural world around us (plants and animals)	Materials – changes (choc/ice/gloop)	The natural world Seasons	Change – plants and animals	Experiments/enquiry (float/sink, water oil mix)	The natural world Insects and habitats
Key Stage 1	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2nd
<b>Year A</b>	<b>Bread</b> Link to Harvest and the Seasons. How is bread made? Different types of bread etc.  OPTIONAL	<b>Everyday Materials (Y1)</b> Identify and name a variety of everyday materials. Describe the simple physical properties of materials and be able to group them.	<b>Animals, including humans (Y2)</b> Know that animals have offspring. Describe the basic needs of animals. Describe the importance of exercise and a balanced diet.	<b>Plants (Y2)</b> Observe and describe how seeds and bulbs grow. Describe how plants need water, light and a suitable temperature to stay healthy.	<b>Working Scientifically</b> Extra focus on exploration and answering questions. Chemistry links.  OPTIONAL	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature.  OPTIONAL
	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>
<b>Year B</b>	<b>Apples</b> <i>Link to Harvest and Seasons. How do harvest foods look, taste, feel? How are apples harvested? Bar graph favourite apples, etc.</i>  OPTIONAL	<b>Uses of Everyday Materials (Y2)</b> Identify and compare a variety of everyday materials. Know how the shapes of objects can be changed by squashing and bending.	<b>Animals, including humans (Y1)</b> Identify and name a variety of common animals. Identify, name, draw and label the basic parts of the human body.	<b>Living things and their Habitats (Y2)</b> Identify and name a variety of common wild and garden plants, including and evergreen trees. Identify common flowering plants.	<b>Plants (Y1)</b> Identify and name a variety of common wild and garden plants, including and evergreen trees. Identify common flowering plants.	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature.  OPTIONAL
	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>	<b>Seasonal Change</b>
Lower Key Stage 2	Autumn 1st	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2nd
<b>Year A</b>	<b>Animals, including Humans (Y4)</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their functions.	<b>Forces and Magnets(Y3)</b> <i>Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not</i>	<b>States of Matter (Y4)</b> Compare and group materials according to whether they are solids, liquids or gases. Know some materials change state when they	<b>Electricity (Y4)</b> Construct a simple series circuit naming the component parts. Understand the need for a complete circuit. Recognise some common conductors and insulators.	<b>Living things and their habitats (Y4)</b> Recognise that living things can be grouped in a variety of ways. Use classification keys. Know that environments can change which poses	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature.  OPTIONAL

	Construct a variety of food chains.	<i>others. Notice that some forces need contact between them.</i>	are heated. Identify the part played by evaporation and condensation.		dangers	
<b>Year B</b>	<b>Light (Y3)</b> To recognise that you need light in order to see and that dark is the absence of light. Find patterns in the way that the size of shadows change. Recognise that light from the sun can be dangerous.	<b>Animals including humans (Y3)</b> Identify that animals need the right types and amount of nutrition. Know that humans and some other animals have skeletons and muscles for support, protection and movement.	<b>Sound (Y4)</b> Identify how sounds are made. Know how vibrations travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	<b>Rocks (Y3)</b> Compare and group together different kinds of rocks on the basis of their physical properties. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter.	<b>Plants (Y3)</b> Explore the requirements of plants for life. Know how water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination and seed dispersal	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature. <b>OPTIONAL</b>
<b>Upper Key Stage 2</b>	<b>Autumn 1<sup>st</sup></b>	<b>Autumn 2<sup>nd</sup></b>	<b>Spring 1<sup>st</sup></b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>Year A</b>	<b>Forces in Action (Y5)</b> Understand the force of gravity. Identify the effects of air resistance, water resistance and friction. Understand levers, pulleys and gears.	<b>Evolution and Inheritance (Y6)</b> Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago. Understand adaptation.	<b>Animals including humans (Y6)</b> Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on body function.	<b>Electricity (Y6)</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Understand and demonstrate the use of switches	<b>Living things and their habitat (Y6)</b> Describe how living things are classified. Give reasons for classifying plants and animals based on specific characteristics.	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature. <b>OPTIONAL</b>
<b>Year B</b>	<b>Light (Y6)</b> Recognise that light travels in straight lines. Know that objects are seen because they give out or reflect light into our eyes. Explain why shadows have the same shape as the objects that cast them. <b>Famous Scientists</b>	<b>Animals including Humans (Y5)</b> Describe the human life cycle. Find out about the seven life processes. Know that there are different gestation periods	<b>Properties and Changes of Materials (Y5)</b> Compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution understand reversible change.	<b>Earth and Space (Y5)</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Explain day and night and the apparent movement of the sun across the sky	<b>Living Things and their Habitats (Y5)</b> Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals.	<b>Outside learning</b> Using the environment, playground, green and local woods to inspire Scientific learning. Connecting the children with nature. <b>OPTIONAL</b>