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| Science  EYFS | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Seasonal Change  Children will learn about Earth during their space learning. Children will know that Earth orbits the sun and this causes day and night.  Children will look closely at the weather and be able to comment on it.  \*\*Seasonal change will be visited throughout the whole year. | Everyday Materials  Children will learn about different materials through their immediate  environment. They will discuss similarities and  differences. | Lifecycle and plants  Children will make observations of plants in their immediate environment and discuss the similarities and differences of them. Children will discuss the life cycle of an animal.  Seasonal Changes  Children will look closely at the weather, be able to comment on it and identify the changes from Autumn to Winter to Spring. Children will look closely at similarities, differences, patterns and change. | | Living things  Children will observe living things in their immediate environment and discuss the similarities and differences. They will look closely at woodland animals and habitats.  Seasonal Change  Children will look closely at the weather, be able to comment on it, identify the changes from Autumn to Winter to Spring to Summer. Children will record the daily weather and look for patterns and change. | |

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| Science  Year 1 and 2 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Everyday Materials  Children will match an object to its original material, they will name the object and the material (wood,  glass, metal, plastic) Children will distinguish the diﬀerent between an object and what it is made from.  Children will learn how to group and sort objects made from wood, glass,  metal, plastic based on their properties  (strong, weak, heavy, light, translucent). | Everyday Materials  Children will learn to identify and compare the suitability of a variety of everyday materials (wood,  metal, plastic, glass,  brick, rock, paper and cardboard). They will also identify the materials for a specific purpose. | Living things and their habitats  Children will learn the features of things that are living, dead and things that have never been alive. Children will identify that most living things live in habitats that they are suited. Children will learn to describe why an animal/plant is suited to its  habitat.  Children will begin to learn about plants in the Spring ahead of the Plant topic in cycle 2 Summer. This will allow the children to revisit their knowledge and compare the difference of plants in Spring and Summer. | Living things and their habitats  Children will match common animals and plants to their  habitats. Children will learn why a habitat is suitable for a particular animal.  Children will begin to learn about plants in the Spring ahead of the Plant topic in cycle 2 Summer. This will allow the children to revisit their knowledge and compare the difference of plants in Spring and Summer. | Seasonal change  Describe the weather in Spring and Summer and compare the differences of the weather in the  seasons. Children will learn the key features of each season  (winter is cold, summer usually warmer, spring when things grow, autumn when the leaves fall off the trees). | Animals including humans  Children will learn the basic needs for animals for survival  (water, food, air) Children will learn the importance for humans of exercise,  eating, and hygiene. Children will learn the basic food groups. They will learn to take a pulse before and after exercise. |

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| Science  Year 3 and 4 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Teeth and Digestion  Children will learn that food processes through the body with the nutrients being extracted and waste being excreted, and this is called  digestion.  Children will understand that the process begins with food being chewed in the mouth by the teeth.  Children will learn the 3 types of teeth that humans have  (incisors, canines and molars) and their  role. | Teeth and Digestion  Children will look at skulls and investigate what type of animal it would have been based on its teeth. Children will construct and interpret a variety of food chains, identifying producers, predators and prey. | Electricity  Children will learn to identify common appliances that run on electricity.  Children will learn to construct a simple series electrical  circuit. Children will be able to identify and name its basic parts (cells, wires,  bulbs, switches and  buzzers) Children will learn the symbols to be able to create a diagram of a circuit.  Children will identify that a circuit needs  wires, a battery pack and a light bulb to  work. Children will know that electrical current can ﬂow if there is a complete  circuit. | Electricity  Children will learn to create a circuit with a switch that works when on and oﬀ. Children will know that a switch functions by completing or breaking a complete  circuit.  Children will learn that metal is a good electrical conductor. Children will learn what makes a good conductor and  insulator. Children will learn that electrical currents ﬂows well through some materials. | Forces and magnets  Children will learn that a force can be thought of as a push or a pull. Children will learn that there are 3 types of contact force (impact, friction and strain).  Children will compare how objects move on diﬀerent surfaces (smooth,  rough, ﬂat and inclined to diﬀerent  degrees). They will observe how magnets attract or repel each other in relation to a force. Children will learn how magnets are attracted or not attracted to everyday materials using the vocabulary north and south pole.  Children will predict if magnets will  attract or repel each other. | Plants  Children will identify and describe the functions of diﬀerent parts of ﬂowering  plants.  Children will investigate the way in which water is transported in plants.  Children will explore the part that ﬂowers play in the life circle of ﬂowering plants  (including  pollination, seed formation and seed  dispersal). |

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| Science  Year 5 and 6 | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Living things and their habitats  Children will look at and copy classiﬁcation keys for common insects, birds and plants. They will learn to identify plants,  mammals,  amphibians, insects and birds from classiﬁcation keys. | Animals, including humans  Children will learn to draw and label diagrams of the human circulatory system and describe the functions of the  heart, blood vessels and blood.  Children will recognise the impact of diet, exercise drugs and lifestyle of their bodies function.  Children will identify and describe how nutrients are important for animals and humans. | Evolution and inheritance  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Observe and describe diﬀerences between living things and their oﬀspring. Recognise that oﬀspring that are not identical to their parents.  Identify how animals and plants adapt to suit their environment and that adaptation may lead to evolution | Light  Draw and label diagrams to show how light appears to travel in straight  lines.  Observe and describe how light diverges from a source.  To explain that we see things because light travels from a light source to our eyes or from light sources to objects and then to our eyes. | Electricity  Children will learn the symbols for representing components in a circuit diagram.  Children will 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. This will include the pattern between the voltage of cells and the brightness of a bulb | Electricity  Children will learn the symbols for representing components in a circuit diagram.  Children will 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. This will include the pattern between the voltage of cells and the brightness of a bulb. |