

Science	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Nursery	<ul style="list-style-type: none"> – Use all their senses in hands on exploration of natural materials. Talk about what they see, using a wide range of vocabulary. – Through play, children will explore forces such as push/pull/magnetism/gravity 					
	<ul style="list-style-type: none"> - Explore materials using all their senses e.g. sand and water - Explore material with different properties (hard / soft) - Explore natural materials linked with autumn - Notice some simple signs of autumn - Name the main body parts 	<ul style="list-style-type: none"> - Talk about the changes that happen when making porridge - Explore using magnets 	<ul style="list-style-type: none"> - Talk about the changes that happen when something melts or freezes - Find out about, and name, some of the animals that live in the Arctic/ Antarctic 	<ul style="list-style-type: none"> - Begin to talk about how ingredients change when baking - Talk about some of the changes they notice in the environment in spring - Know and name the four seasons. - Recognise that in Spring new life begins e.g. plants and animals. 	<ul style="list-style-type: none"> - Understand the differences between plants and animals - Know about the lifecycle of a chick/duck - Plant and care for bean plants with support - Know the name of some of the parts of a plant 	<ul style="list-style-type: none"> - Begin to show an interest in exploring how things work and why things happen, eg floating and sinking, magnets
Reception	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures e.g. of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	<ul style="list-style-type: none"> - Talk about plants and animals found locally - Talk about the body parts and facial parts with use of more specific vocabulary Revisit: Talk about signs of autumn 	<ul style="list-style-type: none"> - Talk about the changes that happen when making porridge using vocabulary such as liquid, mixture - Understand how we might use sieving or magnets to separate different materials. 	<ul style="list-style-type: none"> - Talk about why something melts or freezes and the change that happen - Make observations of the animals that live in the Arctic/ Antarctic & talk about what makes them special Revisit: Compare the weather in winter to the weather in Autumn 	<ul style="list-style-type: none"> - Know some of the planets in the solar system and that Earth is our planet and we have a moon. Revisit: Talk about seasonal changes – linking to the sun as the centre of our solar system. 	<ul style="list-style-type: none"> - Can talk about life cycles, using appropriate vocabulary - Talk about how we can care for plants and animals where we live - Know the names of parts of a plant and talk about how a plant grows - Explore the natural world around them, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Revisit: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

					<p>Revisit: Talk about the seasons change and how this impacts on when things grow</p> <p>- Compare the difference between autumn, winter and spring.</p>	
Y1	<p>Everyday Materials</p> <p>SC1-6</p> <p>B1-4</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Revisit: Prior knowledge from EYFS</p>	<p>Seasonal Changes</p> <p>SC1-6</p> <p>B1-2</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>This is revisited throughout the year.</p> <p>Revisit: Prior knowledge from EYFS</p>	<p>Animals</p> <p>SC1-6</p> <p>B1-3</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Revisit: Prior knowledge from EYFS</p>	<p>Humans</p> <p>SC1-6</p> <p>B4</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Revisit: Prior knowledge from EYFS</p>	<p>Plants</p> <p>SC1-6</p> <p>B1-2</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Revisit: Prior knowledge from EYFS</p>	<p>Everyday Materials – Revisit from Term 1</p> <p>SC1-6</p> <p>B1-4</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.
	<ul style="list-style-type: none"> Plants SC1-6 B1-2 	<p>Living things and Habitats</p> <p>SC1-6</p>	<p>Use of Everyday Materials</p> <p>SC1-6</p>		<p>Animals including Humans</p> <p>SC1-6</p>	

Y2	<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>Revisit: Y1 Plants</p>	<p>B1-4</p> <ul style="list-style-type: none"> 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. <p>Revisit:</p>	<p>B1-2</p> <ul style="list-style-type: none"> 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. <p>Revisit: Y1 Everyday Materials</p>	<p>B1-3</p> <ul style="list-style-type: none"> 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. <p>Revisit: Nursery and Reception Term 5</p>	
	<p>Forces (and Magnets) (Y3)</p> <p>SC 1,3,4</p> <ul style="list-style-type: none"> compare how things move on different surfaces 	<p>Animals including humans (Y3)</p> <p>SC 1, 5</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of 	<p>Plants (Y3)</p> <p>SC 1-5, 7</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and 	<p>Light (Y3)</p> <p>SC 1,7</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light 	<p>Electricity (Y4)</p> <p>NC 4.2</p> <p>SC 1, 5</p> <ul style="list-style-type: none"> identify common appliances that run on electricity

Y3/4	<ul style="list-style-type: none"> 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, and identify some magnetic materials (describe magnets as having two poles) (predict whether two magnets will attract or repel each other, depending on which poles are facing.) <p>Revisit: Y2 Everyday Materials</p>	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Revisit: Food chains</p>	<p>room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Revisit: Y2 Plants</p>	<ul style="list-style-type: none"> notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes 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. <p>Revisit: Y1 Seasonal Changes</p>	<ul style="list-style-type: none"> 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. <p>Revisit:: digestion and teeth from Term 1 through guided reading</p>
Y5	<p>Properties and changes of materials Sc1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <ul style="list-style-type: none"> 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 	<p>Earth & Space SC1,6</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as 	<p>Animals, including humans SC1.5, 1.6</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. <p>Revisit: Y2 Animals including Humans</p>	<p>Living things and their habitats SC1.5, 1.6</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>Revisit: Y3 animals including humans – nutrition and skeletons.</p>	<p>Forces SC1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	<p>liquid to form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> • 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. <p>Revisit: Y2 Use of Everyday Materials</p>	<p>approximately spherical bodies</p> <ul style="list-style-type: none"> • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Revisit: Y4 Light (Reception Term 4)</p>				<p>Revisit: Y3 Forces and Magnets, Y3 Earth and Space.</p>
Y6	<p>Light</p> <ul style="list-style-type: none"> • 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 	<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 in how components function, including the 	<p>Evolution & Inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 	<p>Living Things and Habitats</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and 	<p>Animals including Humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<p>Animals, including humans SC1.5, 1.6</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. <p>Human Reproduction</p> <p>Human reproductive anatomy, growing and changing, and conception.</p>

	<ul style="list-style-type: none"> 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. <p>Revisit: Y4 Light</p>	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> use recognised symbols when representing a simple circuit in a diagram. <p>Revisit: Y4 Electricity</p>	<ul style="list-style-type: none"> 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 and that adaptation may lead to evolution. <p>Revisit: Y3 animals including humans – skeletons. Y2 – living things and their habitats.</p>	<p>differences, including microorganisms, plants and animals</p> <ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics <p>Revisit: Y5 Living things and their habitats</p>	<ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function describe the ways in which nutrients and water are transported within animals, including humans <p>Revisit: Y5 Animals including Humans</p>	<p>Revisit: reproduction for plants and some animals covered in Y5</p>
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