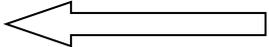
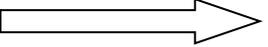
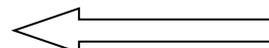


SCIENCE CURRICULUM OVERVIEW

CYCLE 1	AUTUMN	SPRING	SUMMER
Topic	FASHION	WONDERFUL WORLD	IT'S A KIND OF MAGIC
Year 1	<p>Everyday Materials</p> <p>Distinguish between an object and it's material; identify and name a variety of materials (eg, wood, plastic, glass, metal, water, rock); describe the physical properties of various everyday materials; compare and group various everyday materials by physical properties</p>	<p>Plants</p> <p>Identify and name a variety of wild/garden plants, inc deciduous and evergreen trees; identify and describe basic structure of common flowering plants, inc trees.</p> <p>Animals including humans</p> <p>Identify and name, describe and compare structure of common animals inc fish, amphibians, reptiles, birds and mammals; identify and name common herbivores, carnivores and omnivores; learn about the basic parts of the human body and which part is associated with each sense.</p> <p>Living things and their habitats</p> <p>Describe how animals obtain their food from plants and other animals – introduce food chains.</p>	<p>Everyday Materials</p> <p>Covered in Autumn; recap as needed; fill in any gaps in understanding that remain. Use knowledge and skills in the context of investigations.</p>
Year 2	<p>Use of Everyday Materials</p> <p>How suitable are various materials (eg. wood, metal, plastic, glass, brick, rock, paper, card) for particular purposes; experiment with changing shapes of solid objects made from some materials, eg squashing, bending, twisting, stretching.</p>	<p>Plants</p> <p>Observe and describe how seeds/bulbs grow into mature plants; investigate growing conditions for plants (water, light, suitable temperature).</p>	<p>Use of Everyday Materials</p> <p>Covered in Autumn; recap as needed; fill in any gaps in understanding that remain. Use knowledge and skills in the context of investigations.</p>

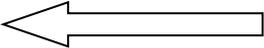
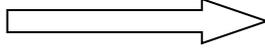
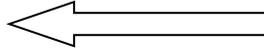
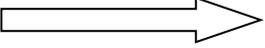
		<p>Living things and their habitats</p> <p>Explore and compare things that are living/dead/have never been alive; Habitats – identify how plants and animals live in a suitable habitat, which meets their needs, how they depend on one another; identify and name a variety of plants and animals in their habitats, inc micro-habitats.</p> <p>Animals including humans</p> <p>Learn that animals (inc humans), have offspring which grow into adults; research and describe basic needs of animals (inc humans) for survival (water, food and air); learn that animals (inc humans) cannot make their own food and get nutrition from what they eat; describe the importance of a healthy lifestyle (exercise; balanced diet and hygiene).</p>	
<p>Year 3</p>	<p>Use of Everyday Materials Recap learning from Y1 and 2. Use knowledge and skills in the context of investigations.</p> <p>Light</p> <p>Learn that we need light to see things – no light=dark; that light is reflected from surfaces; that shadows form when a solid object blocks the light; investigate how the sizes of shadows change.</p>	<p>Plants</p> <p>Identify and describe functions of plant parts (roots, stem/trunk, leaves and flowers); explore growing requirements of plants (light water, nutrients, room to grow) and how these differ between plants; investigate water transport; learn about the life cycle of flowering plants – pollination; seed formation and seed dispersal.</p> <p>Animals including humans</p> <p>Skeletons and muscles for support, protection and movement.</p> <p>Rocks</p> <p>Use appearance and physical properties to compare and group rocks; describe how fossils</p>	<p>Forces and magnets</p> <p>Investigate how things move on different surfaces; contact forces vs magnetic forces; attraction/repelling of magnets; investigation into everyday materials and how they respond to magnets; magnetic poles and how they behave between 2 magnets.</p>

		are formed; learn how rocks and organic matter combine to make soil.	
	Working Scientifically must be taught throughout		
	Seasonal Changes must be taught throughout		
Specifically, changes across the 4 seasons; weather associated with each season and how day length changes.			

SCIENCE CURRICULUM OVERVIEW

CYCLE 1	AUTUMN	SPRING	SUMMER
Topic	FASHION	WONDERFUL WORLD	IT'S A KIND OF MAGIC
Year 4	Properties and Changes of Materials Not in the Curriculum for Y4... Sound Learn how sound is made by vibration travelling through a medium to the ear; investigate the relationship between pitch and the object making the sound; investigate the relationship between volume and strength of vibration; investigate the impact of distance from source on volume.	Living things and their habitats Try grouping living things in a variety of ways; explore and use classification keys to group, identify and name living things locally and in the wider environment; recognise how environments can change and how this can impact on living things. Animals including humans Digestive system in humans; teeth in humans;	States of Matter Compare and group materials as solids/liquids/gases; investigate the effects of heating or cooling as changes of state; research temperatures at which these occur; identify evaporation/condensation in the water cycle; link rate of evaporation to temperature. Electricity Identify common electrical appliances;

		food chains, inc producers, predators and prey.	construct simple series circuit (cells, wires, bulbs, switches, buzzers); Identify whether a lamp will light in a simple series circuit; role of the switch in the circuit and how it works; recognise common conductors, eg metals, and insulators.
Year 5	<p>Properties and Changes of Materials</p> <p>Compare and group everyday materials using properties of hardness, solubility, transparency, conductivity – electrical/thermal, magnetism; use comparative and fair tests to investigate everyday materials (metals, wood, plastic), using results to explain their uses.</p> <p>Earth and Space</p> <p>Describe the movement of the earth and other planets relative to the sun; describe the movement of the moon relative to the earth; describe sun, moon and earth as spherical bodies; explain night and day and apparent movement of sun across the sky in terms of the earth's rotation.</p>	<p>Living things and their habitats</p> <p>Compare life cycles for mammal, amphibian, insect and bird; describe the process of reproduction in some plants and animals.</p> <p>Animals including humans</p> <p>Describe changes as humans develop to old age.</p>	<p>Forces</p> <p>Explain falling using the force of gravity; identify effects of air resistance, water resistance and friction as forces between moving surfaces; recognise that levers, pulleys and gears enable smaller forces to have a great effect.</p>
Year 6	<p>Properties and Changes of Materials</p> <p>Reversible changes – dissolving and recovery of solution; mixing and recovery by evaporation, sieving and filtering; changes of state Irreversible changes – eg. burning, acid on bicarb of soda.</p> <p>Light</p> <p>Light appears to travel in straight lines – objects are seen because they give out/reflect light to the eye; shadows have the same shape as objects that cast</p>	<p>Living things and their habitats</p> <p>Describe how living things are classified into broad groups by observable characteristics, inc micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics.</p> <p>Animals including humans</p> <p>Human circulatory system (heart, blood vessels and blood); impact of diet, exercise, drugs and lifestyle on our bodies; transport of water and nutrients in animals, inc humans.</p>	<p>Electricity</p> <p>Associate brightness of lamp or volume of buzzer with number/voltage of cells; compare and explain variations in how components function (eg brightness of bulbs, loudness of buzzers, on/off of switches); use recognised symbols to represent a simple circuit.</p>

	them.	<p style="text-align: center;">Evolution and inheritance</p> <p style="text-align: center;">Understand that living things have changed over time and that fossils tell us about living things that lived a long time ago; learn that living things produce offspring which differ from them in some respects; adaptation of animals and plants to their environment and how it can lead to evolution.</p>	
	<p>Working Scientifically must be taught throughout</p>		
	<p>Seasonal Changes must be taught throughout</p>		

The majority of pupils will access content within their appropriate year groups, however this may be adapted accordingly.