

# Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<b>A:</b> Our Busy Bodies Seasons- Percy the Park keeper <b>B:</b> Our Five Senses Seasons- non fiction	<b>A:</b> Light and Dark Autumn <b>B:</b> Countries with cooler climates Christmas around the world/Cooing-chemical reactions	<b>A:</b> Investigating and experimenting <b>B:</b> Chinese New Year/ Cooing- changing states of matter	<b>A:</b> Growing New Life and Cycles <b>B:</b> Growing Easter around the world- new life	<b>A:</b> Our Local Area, movement Stories by the same author, animals <b>B:</b> Who lives where? Habitats Pirates, Materials	<b>A:</b> Beach life, sharing a shell, Habitats Stories, Seasons <b>B:</b> Habitats "Welcome!" Under the sea, Habitats
<b>Year 1</b>	<b>Everyday Materials</b> Describe the simple physical properties of a variety of everyday materials.	<b>Seasonal Changes</b> Observe changes across the four seasons.	<b>Humans including animals</b> Identify, draw and label the basic parts of the human body.	<b>Animals including humans</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<b>Plants</b> Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.	<b>Working Scientifically</b> Introduce the idea of working scientifically and create confident and inquisitive young scientists. Children should ask questions and use practical investigations to answer them.
<b>Year 2</b>	<b>Everyday Materials and their uses</b> Discovering out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Movement</b> Compare how different things move.	<b>Humans including animals</b> Describe the importance for humans of exercise, basic need, eating the right amounts of different types of food, and hygiene.	<b>Animals including humans</b> Find out about and describe the basic needs of animals for survival and the growth of animals.	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants	<b>Habitats</b> Identify and name a variety of plants and animals in their habitats, including micro-habitats.
<b>Year 3</b>	<b>Working Scientifically</b> Building on from the 'Working like a scientist unit' at the end of Year 1; developing pupils skills in working scientifically and create more careful, accurate and thoughtful scientists.	<b>Rocks</b> Recognize that soils are made from rocks and organic matter.	<b>Light</b> Find patterns in the way that the size of shadows change.	<b>Plants</b> Investigate the way in which water is transported within plants.	<b>Animals including humans</b> Identify that animals, including humans, need the right types and amount of nutrition.	<b>Forces</b> Observe how magnets attract or repel each other and attract some materials and not others.

<p><b>Year 4</b></p>	<p><b>States of matter</b> Compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p><b>Sound</b> Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p><b>Animals including human</b> Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p><b>Living things and their habitats</b> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Electricity</b> 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.</p>	<p><b>Scientists that change the world</b> Compare scientists from then and now; looking specifically at Hawking and Darwin</p>
<p><b>Year 5</b></p>	<p><b>Working Scientifically</b> Building on from the 'Investigative skills 1' at the start of Year 3; the purpose of the unit is to further develop pupil's skills in working scientifically and create more independent, analytical scientists who plan their own lines of enquiry.</p>	<p><b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p>	<p><b>Properties and changes to materials</b> 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.</p>	<p><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p><b>Animals</b> Describe the changes as humans develop to old age.</p>	<p><b>Forces</b> Explain movement using the idea of push and pull.</p>
<p><b>Year 6</b></p>	<p><b>Animals</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p><b>Evolution and inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p><b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p><b>Light</b> 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.</p>	<p><b>Chemical Reactions</b> Demonstrate that dissolving, mixing and changes of state are reversible changes</p>