



Science

2019-20	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class 1 (R/Y1)	Do you want to be friends?	Why do squirrels hide their nuts?	What's that sound?	Why do zebras have stripes?	'Big Blue' marine conservation.	
Class 2 (Y1/2)						
Science	Seasonal Changes <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 	Animals including humans <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) 	Living things & their habitats <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 	Plants <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 	Uses of everyday materials <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 	Children will compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore and in the ocean.



Science

		<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 	<ul style="list-style-type: none"> 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 		simple physical properties	
Class 3 (Y2/3)						
Science	Rocks <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when 	Use of every day materials <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 	Animals including humans <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get 	Light <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light 	Living things and their habitats <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 	Plants <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



Science

	<p>things that have lived are trapped within rock</p> <ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter 	<p>cardboard for particular uses</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>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 	<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 	<p>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</p> <ul style="list-style-type: none"> 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>and growth (air, light, water, nutrients from soil, and 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
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Science

				shadows change. Nutrition <ul style="list-style-type: none"> • Explore a range of foods using touch, smell and taste. • Sort and classify items according to their own criteria and explain their ideas. 		
Class 4 (Y4/5)						
Science	States of matter <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state 	Properties of materials <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, 	Animals including humans Digestive System <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans 	Forces <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 	Living things and their habitats <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 	Electricity <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,



Science

	<p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • 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 	<ul style="list-style-type: none"> • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • 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>some plants and animals</p>	<p>bulbs, switches and buzzers</p> <ul style="list-style-type: none"> • 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
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Science

		<p>metals, wood and plastic</p> <ul style="list-style-type: none"> • 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 				
Class 5 (Y5/6)						
Science	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide 	<p>Properties of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, 	<p>Animals including humans Circulatory system</p> <ul style="list-style-type: none"> • identify and name the main parts of the human 	<p>Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting 	<p>Living things in their habitats</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an 	<p>Light</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels



Science

	<p>information about living things that inhabited the Earth millions of years ago</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>including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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 	<p>circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 	<p>between the Earth and the falling object</p> <ul style="list-style-type: none"> 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>amphibian, an insect and a bird</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals 	<p>in straight lines to explain that objects are seen because they give out or reflect light into the eye</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
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Science

		<p>everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none">• 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				
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