

## Science Curriculum Overview – 2025 - 2026

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<b>Everyday Materials:</b> Distinguish between an object and the material it is made from. Names and properties of materials Compare and group everyday materials. <i>Linked texts: 3 Little Pigs, Everywhere Bear</i>	<b>Plants Part 1:</b> Identify and name a variety of common wild and garden plants & trees. Identify and describe the basic structure of flowering plants. Observe plants changing over time – track over the year.	<b>Seasonal changes:</b> Changes across the four seasons. Observe weather associated with the seasons. How day length varies. <b>ACROSS THE YEAR</b>	<b>Animals including humans:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Animals including humans:</b> Identify, name & describe structure of common animals including fish, amphibians, reptiles, birds, mammals. Identify and name herbivores, carnivores, omnivores.	<b>Plants Part 2:</b> Identify and name a variety of common wild and garden plants & trees. Observe plants changing over time – track over the year - started in the Autumn term.
<b>Year 2</b>	<b>Uses of everyday materials:</b> Identify & compare everyday materials. Shape of objects changing by squashing, bending, twisting and stretching.	<b>Animals including humans:</b> Healthy eating, exercise, hygiene. Basic needs of animals and humans for survival: water, food and air.	<b>Animals including humans:</b> The growth of animals and humans into adults. Stages of development.	<b>Plants:</b> Observe how seeds and bulbs grow to mature plants. Find out how plants need water, light and suitable temperature to grow and stay healthy. <b>CONTINUE SUMMER 1 &amp; 2</b>	<b>Living things and their habitats</b> Explore & compare things that are living, dead and have never been alive. How habitats provide for the needs of plants & animals. Simple food chains.	
<b>Year 3</b>	<b>Forces and magnets</b> Moving objects on different surfaces. How magnets behave.	<b>Animals including humans</b> Nutrition and Health. Skeletons and muscles.		<b>Rocks</b> Rocks, soils and fossils.	<b>Light</b> Dark as the absence of light. Shadows.	<b>Plants</b> Parts of a plant. Life cycle of plants.
<b>Year 4</b>	<b>States of Matter</b> Grouping materials Change of state The Water Cycle	<b>Electricity</b> Circuits and conductors	<b>Animals including Humans</b> The digestive system Teeth Food chains		<b>Living things and their habitats</b> Grouping, classification keys, identification, environmental changes	<b>Sound</b> How sounds are made and how vibrations travel, pitch and volume
<b>Year 5</b>	<b>Earth and Space</b> Earth's rotation Day and night Gravity		<b>Properties and changes of materials</b> Comparing, grouping & separating materials. Reversible and irreversible changes	<b>Living things and their habitats</b> Life cycles & reproduction in plants	<b>Animals including humans</b> Gestation & puberty Changes as humans develop to old age	<b>Forces</b> Friction Air and water resistance
<b>Year 6</b>	<b>Evolution and Inheritance</b> Fossil evidence, variation, adaptation	<b>Living Things and their Habitats</b> Classification	<b>Electricity</b> Changing circuits with different components and observing effects.	<b>Light</b> How light travels and how we see things.	<b>Animals including humans</b> The human circulatory system.	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>  <b>Nursery &amp; Reception</b>	<p><b>Understanding the World:</b>                      Exploring the whole school environment.                      All about us – our bodies                      Healthy Eating - linking food to source, harvest, food groups.                      Seasonal changes - autumn walk, leaves –                      Winter walk – looking at frost                      Changes of state – Ice                      Planting bulbs</p> <p><b>Explorative play:</b>                      Magnifying glasses, mirrors                      Natural resources eg conkers, pine cones                      Sand and water, curiosity box</p>		<p><b>Understanding the World:</b>                      Planting bulbs                      Nature walk and exploring the environmental area                      Forest Schools                      Talking about the environment through stories/ non-fiction texts:</p> <ul style="list-style-type: none"> <li>- Butterfly Life Cycles</li> <li>- Birds</li> <li>- Plants and plant life cycles</li> </ul> <p><b>Explorative play:</b>                      Magnifying glasses, mirrors                      Sand and water, curiosity box</p>		<p><b>Understanding the World:</b>                      Looking at different materials                      Selecting materials for building vehicles                      Planting beans and cress                      Discussing change and growth                      Nature walk (for sculpture in Art and Design)                      Caring for the wider environment                      Making ice lollies – changes of state</p> <p><b>Explorative play:</b>                      Magnifying glasses, mirrors                      Sand and water, curiosity box                      Vehicles and ramps – forces, giant magnets</p>	