

<b>EYFS</b>	Through teaching and continuous provision, science in EYFS enables children to:	<ul style="list-style-type: none"> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> <li>Feel confident to answer simple questions about observable properties of objects and people, animals, and plants around them.</li> <li>Compare objects in their environment and talk about similarities and differences.</li> <li>Ask questions about the world around them and seek to find their own answers.</li> <li>Know what a plant is.</li> <li>Know what a flower is.</li> <li>Know where you see plants describe different plants and flowers know what an animal is.</li> </ul>	<ul style="list-style-type: none"> <li>Through teaching and continuous provision, science in EYFS enables children to:</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>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.</li> </ul>
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Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1/2	A	<b>Animals including humans:</b> Human body - senses	<b>Everyday materials:</b> Properties, sink vs float, purposes.	<b>Living things and their habitats:</b> Differences, habitats, food chains	<b>Plants:</b> What do plants need to grow, life cycle and adaptations	<b>Animals including humans:</b> Growth, diet and exercise.	<b>Living things and their habitats:</b> Explore and describe habitats
	B	<b>Seasonal Changes:</b> Understand seasonal changes	<b>Animals including humans:</b> Animal families, differences and characteristics	<b>Uses of everyday materials:</b> Materials and their uses, changes and Charles Macintosh	<b>Everyday Materials:</b> Properties and purposes/suitability	<b>Plants:</b> Identify parts and know differences	<b>Living things and their habitats:</b> Habitats and suitability
Year 3/4	A	<b>Plants:</b>	<b>Rocks:</b>	<b>Light:</b> Sources, reflection, shadows	<b>Animals including humans:</b>	<b>Forces and Magnets:</b>	<b>Bee project:</b>

		Parts of plants, needs of plants, plant life cycle	Comparing rocks, fossils, rock formation	Nutrition, muscular skeletal system	Non-contact forces, attraction & repulsion	Relationship between bees and their environment	
	<b>B</b>	<b>States of Matter:</b> Changes of state, heating and cooling, the water cycle	<b>Animals including humans:</b> Digestive system, food chains	<b>Sound:</b> Making sounds, vibrations, the ear, pitch, and volume	<b>Living things and their habitats:</b> Classification, characteristics, environmental changes	<b>Electricity:</b> Appliances, circuits, conductors	<b>History of science:</b> Science across: Egyptians, Greek, Romans, Middle Ages to modern science
<b>Year 5 / 6</b>	<b>A</b>	<b>Properties and change of materials:</b> Classifying materials, dissolving, separating & changes of state	<b>Animals including humans:</b> Life cycles, reproduction, human life cycle	<b>Forces:</b> gravity air & water resistance, friction	<b>Living things and their habitats:</b> Classification, life cycles: amphibians, insects, and birds	<b>Earth and Space:</b> Earth's movement, planets & the moon in relation to the Sun	<b>Scientific method:</b> Focus upon: hypothesis, variables, equipment, data Case Study-blood transfusion Observe Chimpanzees
	<b>B</b>	<b>Animals including humans:</b> Circulatory system	<b>Light:</b> How light travels, sight, shadows	<b>Electricity:</b> effect of voltage of cells, varying function of components	<b>Evolution and inheritance:</b> Fossils, variation, reproduction & adaptation, evolution	<b>Living things and their habitats:</b> Classifying microorganism, plants & animals	<b>Famous scientists:</b> Famous scientists and their impact upon the world e.g. Edward Jenner, Isaac Newton, Alexander Fleming