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| Curriculum Area**Science** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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|  | **Continuous provision through the year** |
| Reception | **Animal Adventures**1. Living and non-living
2. Describing minibeasts
3. On the farm
4. Animal homes
5. Zoo animals
 | **Changing seasons**1. Autumn treasures
2. Whatever the weather
3. Winter wildlife
4. Springtime magic
5. Sandcastle science
 | **I am a scientist**1. Push or pull
2. Loud or quiet
3. Float or sink
4. Freeze or sink
5. Light or dark
 | **Our beautiful planet**1. Exploring outdoors
2. Plants
3. Exploring plant parts
4. Planting seeds
5. Caring for the Earth
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| Year 1 | **NC: Animals including humans****Kapow: Animals: sensitive bodies** 1. Body parts
2. The senses
3. Taste and touch
4. Sight and smell
5. Hearing

Senses in action | **NC: Everyday materials****Kapow: Naming materials**1. Material detectives
2. Introduction to properties
3. Is it absorbent?
4. It is waterproof?
5. Is it tough?
 | **NC: Animals including humans****Kapow: Comparing animals** 1. Animal groups
2. Describing animals
3. Comparing animals
4. Carnivore, herbivore or omnivore?
5. Pets
6. Jane Goodall
 | **NC: Plants:****Kapow: Introduction to plants**1. What is a plant?
2. Parts of a plant
3. Wild and garden plants
4. Deciduous and evergreen trees
5. Sorting seeds
6. Which plant parts can you eat?
 | **Investigating science through stories**1. Do taller trees have wider trunks?
2. Comparing woodland animals
3. Measuring animal footprints
4. Building an animal home
5. Are birds carnivores, herbivores or omnivores?
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| **This unit is covered in year 1 throughout the year****NC: Seasonal changeKapow: Forces and space: Seasonal changes**1. Wonderful weather2. Seasonal activities3. How do trees change4. Daylight hours5. Observing over time6. Weather reports |
| Year 2  | **NC/Kapow: Uses of everyday materials**1. Object and materials
2. Which material is suitable?
3. Stretch, twist, bend and squash it!
4. Testing stretchiness
5. Testing strength
6. Eco-Friendly materials
 | **NC: Animals including humans****Kapow: Animals, including humans: Life cycles and health**1. The human life cycle
2. Life cycles
3. Growth
4. Survival

Exercise and hygiene | **NC: Plants****Plant growth**1. What do seeds need to grow
2. Seeds and bulbs
3. Germination
4. Light and plant growth
5. Plant life cycle
6. Plant care
 | **NC: Living things and their habitatsKapow: Habitats**1. Life processes
2. It feels good to be alive
3. Introduction to habitats
4. Rainforest and ocean habitats
5. Food chains

**Kapow: Microhabitats**1. Identifying and classifying minibeasts
2. Introduction to scientific enquiry
3. Minibeast hunt
4. Planning an experiment
5. Woodlice experiment

What is a botanist? | **Plant based materials**1. Reduce, reuse, recycle
2. From plants to products
3. Testing suitability
4. Choosing materials
 |
| Year 3 | **NC: Rocks** **Kapow: Rocks and soils**1. Appearance
2. Physical properties
3. Fossil formationFossils and palaeontology
4. Soil formation
5. Soil layers and earthworms
 | **NC: Forces and magnetsKapow: Forces and magnets**1. Pushes, pulls and twists
2. Friction
3. Investigating friction
4. Magnets
5. Investigating magnet strength
6. Uses of magnets
 | **NC: Animals including humans****Kapow: Movement and nutrition**1. Skeletons
2. The bones in our body
3. Muscles and movement
4. Eating for survival
5. Nutrient groups
6. Balanced diets
 | **NC: Plants****Kapow: Plant reproduction**1. Plant growth
2. Structure and function
3. Transporting water
4. Flowers
5. Evaluating an enquiry
6. Seed Dispersal
 | **NC: Light** **Kapow: Light and shadows**1. Sources of light
2. What is reflection
3. Where do shadows come from?
4. Shadows throughout the day
5. Using light and shadows
 | **Making connections:****Does handspan affect grip strength**1. Investigating grip strength – Planning
2. Investigating grip strength – Gathering data
3. Investigating grip strength – Analysing, concluding and evaluating
4. Investigating grip strength – Extending
5. Investigating grip strength – Presenting
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| Year 4 | **NC: Animals including humans****Kapow: Classification and changing habitats**1. Vertebrates and invertebrates
2. Plants
3. Classification keys
4. Habitats and seasonal change
5. Human impacts on habitats
6. Natural changes to habitats
 | **NC: States of matter****Kapow: States of matter**1. Solids
2. Liquids and gases
3. Melting and freezing
4. Condensing and evaporating
5. The water cycle
6. Climate change and the water cycle
 | **NC: Electricity** **Kapow: Electricity and circuits**1. Using electricity
2. Building circuits
3. Switching on and off
4. Investigating conductors and insulators
5. Investigating bulb brightness
6. Electrical safety
 | **NC: Animals including humans****Kapow: Digestion and food**1. The human digestive system
2. Human teeth
3. Investigating dental hygiene
4. Teeth of carnivores, herbivores and omnivores
5. Producers, predators and prey in food chains
6. Poo clues
 | **NC: Sound****Kapow: Sound and vibrations**1. Vibrations
2. Soundwaves
3. Volume
4. Volume and distance
5. Pitch
6. Sound insulation
 | **How does the flow of liquids compare?**1. Investigating liquids – planning
2. Gathering data
3. Analysing, conducting and evaluating
4. Extending
5. Presenting
 |
| Year 5 | **NC: Animals including humans and living things in their habitats****Kapow: Life cycles and reproduction/****Human timeline**1. Life cycles and reproduction in plants
2. Life cycle of a mammal
3. Life cycle of a bird
4. Life cycle of an amphibian
5. Life cycle of an insect
6. Asexual reproduction in plants
7. Growing old
8. Puberty
9. Comparing human gestation
 | **NC: Forces****Kapow: Unbalanced forces**1. Gravity
2. Air resistance
3. Water resistance
4. Friction
5. Levers, pulleys and gears x2
 | **NC: Properties and changes of materials****Kapow: Properties and changes**1. Hardness
2. Transparency
3. Conductivity
4. Reversible changes
5. Burning and rusting
6. Mixing

**NC: Properties and changes of materials****Mixtures and separation**1. Mixtures2. Sieving3. Filtering4. Solutions5. Dissolving6. Evaporating | **NC: Earth and space****Kapow: Earth and space**1. Models of our solar system
2. Our solar system
3. The moon
4. Day and night
5. Time
6. Satellites and space junk
 | **Making connections: Does the size of an asteroid affect the diameter of it’s impact crater?**1. Investigating asteroid craters – Planning
2. Gathering data
3. Analysing, concluding and evaluating
 |
| Year 6 | **NC: Electricity****Energy: Circuits, batteries and switches**1.Components and circuits2. Circuit diagrams3. Current and resistance4. Batteries and voltage5. Voltage and bulb brightness6. Practical circuits | **NC: Light****Energy: Light and reflection**1. The pathway of light
2. See the light
3. Measuring shadows
4. Reflecting light
5. Making a periscope
6. Using mirrors
 | **NC: Evolution and inheritance** **Kapow: Living things: Evolution and inheritance**1. Variation
2. Inheritance
3. Adaptions
4. Modelling natural selection
5. Evolution
6. Evidence for evolution
 | **NC: Animals, including humans****Kapow: Animals, including humans: Circulation and health**1. Factors affecting health
2. The heart and circulatory system
3. Blood
4. Heart rate
5. Investigating exercise and heart rate
6. Heart rate and fitness

**NC: Living things:** **Kapow: Living things: Classifying big and small**1. Carl Linnaeus and classification
2. Cold-blooded vertebrates
3. Warm-blooded vertebrates
4. Invertebrates
5. Plants
6. Micro-organisms
 | **Making connections: Are some sunglasses safer than others?**1. Investigating sunglasses – Planning
2. Gathering data
3. Analysing, concluding and evaluating
4. Extending
5. Presenting
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