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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 |
| 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? |
| **This unit is covered in year 1 throughout the year**  **NC: Seasonal change Kapow: Forces and space: Seasonal changes**  1. Wonderful weather  2. Seasonal activities  3. How do trees change  4. Daylight hours  5. Observing over time  6. 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 habitats Kapow: 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 formation Fossils and palaeontology 4. Soil formation 5. Soil layers and earthworms | | **NC: Forces and magnets Kapow: 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 |
| 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. Mixtures  2. Sieving  3. Filtering  4. Solutions  5. Dissolving  6. 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 circuits  2. Circuit diagrams  3. Current and resistance  4. Batteries and voltage  5. Voltage and bulb brightness  6. 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 |