



Long Row Primary School **Science** Curriculum Overview 2024-26

	Autumn Term		Spring Term		Summer Term
EYFS FS1 FS2	<u>Seasonal changes included Autumn</u> Hibernation Investigations looking at cold		<u>Changes all around us</u> Lifecycles including chickens, frogs and butterflies <i>Science week focus</i>		<u>Growing and changes</u> Plants and growth
Year 1/2 Cycle A 2024-25	<u>Animals including humans - Y1</u> Name a range of common animals Identify herbivores, carnivores and omnivores Describe and compare structure of fish, amphibians, reptiles, birds, mammals	<u>Animals including humans - Y2</u> Know basic needs for animal survival Know ways of staying healthy Importance of exercise and eating right amounts of food Hygiene Know animals produce offspring including life-cycles Growth of humans and animals	On-going work linked to Seasonal changes <i>Science week focus</i>	<u>Living Things and their habitats - Y2</u> Naming living, non-living, dead things Identify living things in different habitats How do habitats provide needs? Look at micro-habitats (local environment) Compare animals and plants living in familiar habitats with less familiar habitats.	
	On-going observations and work based on Seasonal changes - looking at weather changes and temperature changes throughout the year *at least 1 lesson per half term*				
Year 1/2 Cycle B 2025-26	<u>Everyday materials - Y1</u> Name everyday materials Describe some properties of materials Compare and group everyday materials	<u>Uses of everyday materials - Y2</u> Say why some materials are suitable for specific uses Know that the shape of some materials can be changed Include Scientist study eg. Charles Macintosh	<u>Plants - Y1</u> Naming common plants Basic structure of flowering plants including trees in the local environment Growing fruit and vegetables and observing changes over time. <i>Science week focus</i>	<u>Plants - Y2</u> Bulbs and seeds Germination and requirements for growth Reproduction and growth in plants	
	On-going observations and work based on plant changes over time. (Plant bulbs in Autumn Term)				



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Year 3/4 Cycle A 2024-25	<u>Animals including humans</u> Name parts of digestive system Name types of teeth and their functions	<u>Rocks</u> Name some different rock types Describe physical properties of different rock types Know how fossils are formed Know and explain what and how rocks are made	<u>Electricity</u> Understand what electricity is Know appliances that use electricity Build series circuits using switches and bulbs Know electricity flows round a circuit Identify insulators and conductors	<u>States of matter</u> Compare and group materials into solids, liquids and gases Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation in the water cycle Science week focus	<u>Light</u> Know that light is needed to see Know dark is the absence of light Know some sources of light Know that light can be reflected Know ways in which light can be dangerous Know how shadows are formed
	<u>Plants</u> Describe function of parts of flowering plants Describe how nutrients and water are transported in plants Know requirements of different plants for growth Name and describe process of pollination and seed dispersal in plant life cycles	<u>Sound</u> Know how sound is made Know how some instruments produce sound Know vibrations produce sound Explain how sound travels from its source to the human ear Know that pitch and volume are affected by types of vibrations Know sound gets fainter as the distance from the source increases	<u>Animals including humans</u> Know types of nutrition needed to stay healthy Know how the skeleton and muscle structure protect some animals	<u>Living things and their habitats</u> Group living things according to characteristics Describe how environments can change and how this affects the animals and plants living there Describe simple food chains Science week focus	<u>Forces and magnets</u> Describe how things move Know magnetism is a force Know that some magnets attract and others repel Know materials that are attracted to magnets Know that magnets have two poles



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Year 5/6 Cycle A 2024-25	<u>Earth and Space</u> Name the main "bodies" in the solar system Describe the movement of the Earth and planets Know how day and night relate to the Earth's rotation	<u>Electricity</u> Know that brightness or volume can be altered by change in electrical current Begin to understand resistance in an electrical circuit Use symbols in circuit representations	<u>Living things and their habitats</u> Describe and explain how life cycles can be different Explain sexual and asexual reproduction	<u>Evolution and inheritance</u> Recognise that living things have changed over time and fossils provide information about the past Recognise that animals produce offspring of the same kind Identify how animals and plants are adapted to their environment <i>Science week focus</i>	<u>Animals including humans</u> Describe changes in humans over time including changes over puberty
Year 5/6 Cycle B 2025-26	<u>Living things and their habitats</u> Group living things into more complex groups Understand what a microorganism is Explain how living things can be classified	<u>Animals including humans</u> Describe and explain the human circulatory system Name ways of keeping healthy Know how nutrients are transported in humans	<u>Properties and changing materials</u> Compare and group materials based on their properties Know some materials can dissolve Identify solids, liquids and gases Name some reversible and irreversible changes	<u>Forces</u> Know that gravity is a force Explain how gravity acts Name and describe how forces can act on others Explain how mechanisms affect forces <i>Science week focus</i>	<u>Light</u> Know that light travels in straight lines Explain how light travels to our eyes and how we see Explain why shadows have the same shape as objects



National Curriculum

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

KS1 and KS2 Programme of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1-programme-of-study---years-1-and-2>

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