



# High Aspirations, Bright Futures

Meadowhead Juniors Primary School



## Science Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<ul style="list-style-type: none"><li>• Name basic body parts and begin to describe some basic functions.</li><li>• Explore the five senses.</li><li>• Sequence a basic lifecycle, e.g human, chick, frog.</li><li>• Describe the physical appearance of objects (linked to the senses).</li><li>• Talk about the forces they feel (push and pull).</li><li>• Identifying metal objects through the use of magnets.</li><li>• Explore changes in living things, e.g. insects and plants.</li><li>• Recognise and name common animals and their babies.</li><li>• Explore the natural world around us and see how it changes season by season.</li><li>• Explore light and dark and how shadows are made.</li><li>• Know that animals live in different habitats</li></ul>					
<b>KS1</b>	<p><b><u>The principal focus of science teaching in key stage 1:</u></b></p> <p>Is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p>					

'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

**Statutory requirements Working scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

We aim to work closely with colleagues at Meadow Infant School to ensure that our curriculum builds on the work undertaken during key stage one and EYFS.

	<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 3</b>	<b>ANIMALS, INCL HUMANS</b> (Health & Nutrition)	<b>ROCKS</b> (Categorising and testing material properties)	<b>ANIMALS, INCL HUMANS</b> (Skeletons and Movement)	<b>FORCES AND MAGNETS</b> (Investigating objects moving on diff surfaces and magnetic forces)	<b>PLANTS</b> (Functions of plant parts and variables affecting growth)	<b>LIGHT</b> (Light sources, Shadows and Reflective surfaces)
<b>Year 4</b>	<b>ANIMALS, INCL HUMANS</b> (Teeth and Digestive System)	<b>ELECTRICITY</b> Constructing simple circuits, making and using switches,	<b>MATERIAL PROPERTIES &amp; MATERIAL CHANGES</b>	<b>LIVING THINGS &amp; THEIR HABITATS</b> (Biodiversity, classification, and simple keys, care of	<b>STANDALONE</b>  SOUND	<b>ANIMALS, INCL HUMANS</b>  (Teeth and Digestive System)



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		conductors and insulators	(States Of Matter - Solid, liquid gas; water cycle)	environments - local & global, food chains)	Exploring sounds sources, vibrations, volume and pitch	
<b>Year 5</b>	<b>LIVING THINGS &amp; THEIR HABITATS</b> (life cycles and reproduction in animals) Refer back to prior learning on animals and PSHE links	<b>FORCES</b> (Gravity, Friction and air resistance and mechanisms)	<b>EARTH &amp; SPACE</b>	<b>PROPERTIES &amp; CHANGES OF MATERIALS</b> (Thermal insulation and Testing material properties)	<b>PROPERTIES &amp; CHANGES OF MATERIALS</b> (Reversible changes)	<b>PROPERTIES &amp; CHANGES OF MATERIALS</b> (Irreversible changes)
<b>Year 6</b>	<b>LIVING THINGS &amp; THEIR HABITATS</b>  (more complex classification system)	<b>EVOLUTION &amp; INHERITANCE</b>  (incl. adaptations)	<b>ANIMALS, INCL HUMANS</b>  (Circulatory system and effects of exercise on the body)	<b>ANIMALS, INCL HUMANS</b>  (Keeping Healthy, Diet & Lifestyle)	<b>Y6 LIGHT</b>  (Light travels in str lines, how we see, how shadows are created)	<b>ELECTRICITY</b>  (symbols for circuit components, changing components of a circuit to investigate the effect)