

### Overview

Science is an important and valued subject because it is highly relevant; an integral part of daily life, from cooking and checking the weather, to recycling and nature walks. Through science, our lives are changed for the better. We believe all pupils should be taught about the role that science plays in positive advancements, as well as scientific knowledge, methods and processes. Advances in science are continuing to transform our world at lightning speed and we need to do our best to prepare our pupils for a future we can only imagine. Science teaching and learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with science as a process of enquiry. At Kenilworth we use the Kent Primary Science Scheme of Work, a curriculum designed to develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

In conjunction with the aims of the National Curriculum, we have established the following aims for our curriculum:

- To nurture pupils' natural curiosity and help develop inquiring minds.
- To teach pupils about the important interaction between human activity and the environment and how we can make a positive impact.
- To acquire knowledge and conceptual understanding to solve problems and make informed decisions.
- To develop in pupils' an attitude of respect for themselves, others and the world around them.
- To help pupils develop the skills to think critically, solve problems and make decisions.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE</b>		<b>Being Me</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Curriculum Drivers</b>		<b>Independence</b>	<b>Curiosity</b>	<b>Possibility</b>	<b>Resilience</b>	<b>Equality</b>	<b>Aspiration</b>
<b>EYFS</b>	Topic	<b>There's No Place Like Home</b>	<b>Celebrating Festivals</b>	<b>Winter Wonderland</b>	<b>Help is at Hand</b>	<b>Tell us a Story</b>	<b>Big Wide World</b>
	<b>N</b>	Who is important to me?	Who do I celebrate?	What is the weather like?	Who can help me?	What stories do I like?	How will I change?
	<b>R</b>	Who is important in community?	How do other people celebrate?	How do the seasonal and weather changes affect us?	Who can help us in the community?	How are stories different?	What has changed?
<b>1</b>	<b>Plants</b> 'To identify, name and label plants'	<b>Seasonal Change</b> 'To observe changes across the four seasons'	<b>Everyday Materials</b> 'To identify everyday materials and describe their properties'		<b>Animals Including Humans</b> 'To identify animals by their features and behaviours'		
<b>2</b>	<b>Uses of Materials</b> 'To identify and compare a variety of everyday materials'	<b>All Living Things</b> 'Habitats and their plants/animals'	<b>Animals Including Humans</b> 'The basic needs of animals for survival'		<b>Plants</b> 'What do plants need to grow?'		

<b>3</b>	<b>Light</b> 'Light sources, shadows and reflections'	<b>Animals Including Humans</b> 'Nutrition, skeletons and muscles'	<b>Forces and Magnets</b> 'Friction and magnets'		<b>Plants</b> 'The function of parts of a flow and the role of flowers in life cycles'	<b>Rocks</b> 'Rocks, fossils and soils'
<b>4</b>	<b>Electricity</b> 'To construct and fix electrical circuits'	<b>Animals Including Humans</b> 'Digestion, teeth and food chains'	<b>Sound</b> 'How are sounds made?'	<b>All Living Things</b> 'To group living things'	<b>States of Matter</b> 'To compare and group: solids, liquids and gases'	
<b>5</b>	<b>Earth and Space</b> 'To describe how the sun and planets move'	<b>All Living Things</b> 'Life cycles of plants and animals'	<b>Forces</b> 'Gravity, air/water resistance and levers and pulleys'	<b>States of Matter</b> 'Compare and group materials and separate solutions'	<b>Animals Including Humans</b> 'Changes in humans from birth to old age'	
<b>6</b>	<b>Living Things</b> 'to classify living things into broad groups and give reasons for this'	<b>Evolution</b> 'To recognise that living things change over time and that offspring are not identical'	<b>Light</b> 'To recognise that light travels in straight lines'	<b>Electricity</b> 'To suggest reasons for variations in circuits and use recognised circuit symbols'	<b>Animals Including Humans</b> 'The human circulatory system and the impact of different lifestyles'	