

## Science 2021-22 Overview

FOUNDATION STAGE	<p><u>EYFS Development Matters 2020 Statements Three and Four Year Olds</u>            Use all their senses in hands-on exploration of natural materials.            Explore collections of materials with similar and/or different properties.            Talk about what they see, using a wide vocabulary.            Plant seeds and care for growing plants.            Understand the key features of the life cycle of a plant and an animal.            Begin to understand the need to respect and care for the natural environment and all living things.            Explore and talk about different forces they can feel.            Talk about the differences between materials and changes they notice.</p> <p><u>EYFS Development Matters 2020 Statements Children in Reception</u>            Explore the natural world around them.            Describe what they see, hear and feel whilst outside.            Understand the effect of changing seasons on the natural world around them.</p> <p><u>Early Learning Goals</u>            The Natural World ELG Children at the expected level of development will: -            Explore the natural world around them, making observations and drawing pictures of animals and plants.            Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.            Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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AGE PHASE	YEAR GROUP	AUTUMN	SPRING	SUMMER	
KS1	1	<p><b>Animals, including humans.</b></p> <ul style="list-style-type: none"> <li>•Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Materials.</b></p> <ul style="list-style-type: none"> <li>•Distinguish between an object and the material from which it is made</li> <li>•Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>•Describe the simple physical properties of a variety of everyday materials</li> <li>•Compare and group together a variety of everyday materials on</li> </ul>	<p><b>Animals, including humans.</b></p> <ul style="list-style-type: none"> <li>•Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals</li> <li>•Identify and name a variety of common animals that are carnivores, herbivores, and omnivores</li> <li>•Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,</li> </ul>	<p><b>Plants.</b></p> <ul style="list-style-type: none"> <li>•Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>•Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>

			the basis of their simple physical properties		birds, and mammals, including pets)		
		<b>Seasonal Change.</b> <ul style="list-style-type: none"> <li>•Observe changes across the four seasons</li> <li>•Observe and describe weather associated with the seasons and how day length varies</li> </ul>					
	2	<b>Animals, including humans.</b> <ul style="list-style-type: none"> <li>•Understand that animals, including humans, have offspring which grow into adults</li> <li>•Describe the basic needs of animals, including humans, for survival (water, food, and air)</li> <li>•Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>			<b>Living things and their habitats.</b> <ul style="list-style-type: none"> <li>•Explore and compare the difference between things that are living, dead, and things that have never been alive</li> <li>•Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>•Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>•Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<b>Plants.</b> <ul style="list-style-type: none"> <li>•Observe and describe how seeds and bulbs grow into mature plants</li> <li>•Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<b>Materials.</b> <ul style="list-style-type: none"> <li>•Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses</li> <li>•Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching</li> </ul>
LKS2	3	<b>Rocks and Soils.</b> <ul style="list-style-type: none"> <li>•Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>•Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul>	<b>Forces and Magnets.</b> <ul style="list-style-type: none"> <li>•Compare how things move on different surfaces</li> <li>•Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>•Observe how magnets attract or repel each other and attract some materials and not others</li> </ul>	<b>Animals, including humans.</b> <ul style="list-style-type: none"> <li>•Identify that animals, including humans, need the right types and amount of nutrition</li> <li>•Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat</li> </ul>	<b>Plants.</b> <ul style="list-style-type: none"> <li>•Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>•Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</li> </ul>	<b>Plants.</b> <ul style="list-style-type: none"> <li>•Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>•Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>•Recognise that he/she needs light in order to see things and that dark is the absence of light</li> <li>•Notice that light is reflected from surfaces</li> <li>•Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> </ul>

		<ul style="list-style-type: none"> <li>•Recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>•Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>•Describe magnets as having two poles</li> <li>•Predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>		<p>vary from plant to plant</p> <ul style="list-style-type: none"> <li>•Investigate the way in which water is transported within plants</li> <li>•Explore the part that flowers play in the life cycle of flowering plants, including pollination</li> </ul>	<ul style="list-style-type: none"> <li>•Investigate the way in which water is transported within plants</li> <li>•Explore the part that flowers play in the life cycle of flowering plants, including pollination</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>•Find patterns in the way that the size of shadows change</li> </ul>
	4	<p><b>Materials./States of Matter</b></p> <ul style="list-style-type: none"> <li>•Compare and group materials together, according to whether they are solids, liquids, or gases</li> <li>•Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>•Recognise that some materials will dissolve in liquid to form a solution,</li> <li>•Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering and sieving</li> <li>•Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	<p><b>Electricity.</b></p> <ul style="list-style-type: none"> <li>•Identify common appliances that run on electricity</li> <li>•Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>•Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>•Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>•Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p><b>Forces.</b></p> <ul style="list-style-type: none"> <li>•Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>•Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>•Explore the effects of friction on movement and find out how it slows or stops moving objects</li> </ul> <p><b>The Water Cycle (linked to Rivers)</b></p> <ul style="list-style-type: none"> <li>•Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Animals, including humans.</b></p> <ul style="list-style-type: none"> <li>•Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>•Identify the different types of teeth in humans and their simple functions</li> <li>•Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>•Recognise that living things can be grouped in a variety of ways</li> <li>•Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>•Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul>	
UKS2	5	<p><b>Sound.</b></p> <ul style="list-style-type: none"> <li>•Identify how sounds are made, associating some of them with something vibrating</li> <li>•Recognise that vibrations from sounds travel through a medium to the ear</li> <li>•Find patterns between the pitch of a sound and</li> </ul>	<p><b>Earth and Space.</b></p> <ul style="list-style-type: none"> <li>•Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>•Describe the movement of the Moon relative to the Earth</li> <li>•Describe the Sun, Earth and Moon as</li> </ul>	<p><b>Plants.</b></p> <ul style="list-style-type: none"> <li>•Explore the requirements of seeds for germination and how they vary from plant to plant</li> <li>•Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>•Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird</li> <li>•Describe the life process of reproduction in some plants and animals</li> </ul>	<p><b>Animals, including humans.</b></p> <ul style="list-style-type: none"> <li>•Describe the simple functions of the basic parts of the digestive system in humans</li> <li>•Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>•Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>•Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>•Describe the changes as humans develop to old age</li> </ul>	

		<p>features of the object that produced it</p> <ul style="list-style-type: none"> <li>•Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>•Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p>approximately spherical bodies</p> <ul style="list-style-type: none"> <li>•Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<ul style="list-style-type: none"> <li>•Find out about different types of reproduction, including sexual and asexual reproduction in plants</li> </ul>	<ul style="list-style-type: none"> <li>•Find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals</li> <li>•Find out about the work of naturalists and animal behaviourists, for example, David Attenborough</li> </ul>	<ul style="list-style-type: none"> <li>•Draw a timeline to indicate stages in the growth and development of humans</li> </ul>
6	<p><b>Living things and their habitats.</b></p> <ul style="list-style-type: none"> <li>•Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants, and animals</li> <li>•Give reasons for classifying plants and animals based on specific characteristics</li> <li>•Know that broad groupings, such as micro-organisms, plants and animals can be subdivided</li> <li>•Classify animals into commonly found invertebrates and vertebrates</li> <li>•Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</li> </ul>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>•Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>•Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>•Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>•Introduce the idea that characteristics are passed from parents to their offspring</li> <li>•Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments</li> <li>•Find out about the work of palaeontologists such as Mary Anning</li> </ul>	<p><b>Electricity.</b></p> <ul style="list-style-type: none"> <li>•Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>•Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>•Use recognised symbols when representing a simple circuit in a diagram</li> <li>•Construct simple series circuits to answer questions about what happens when they try different components</li> </ul>	<p><b>Micro-organisms</b></p> <p><b>Forces</b></p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Materials.</b></p> <ul style="list-style-type: none"> <li>•Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</li> <li>•Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>•Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><b>Light.</b></p> <ul style="list-style-type: none"> <li>•Recognise that light appears to travel in straight lines</li> <li>•Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>•Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>•Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>