

## Science Curriculum Overview 2025-26

	AUTUMN	SPRING		SUMMER		
EYFS	<ul style="list-style-type: none"> <li>○ Seasonal changes</li> <li>○ Observe and draw changes in plants</li> <li>○ Know some similarities and differences between the natural world around us and contrasting environments</li> </ul>	<ul style="list-style-type: none"> <li>○ Seasonal changes</li> <li>○ Observe and draw changes in plants and animals</li> <li>○ Materials changing states</li> </ul>	<ul style="list-style-type: none"> <li>○ Seasonal changes</li> <li>○ Observe and draw changes in plants and animals</li> <li>○ Exploring the natural world around us, local habitats – Decoy pond.</li> </ul>			
Year 1	<p><b>Seasonal Changes*</b></p> <ul style="list-style-type: none"> <li>○ Observe across the seasons</li> <li>○ Describe weather and day length</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>○ Identify</li> <li>○ Describe properties</li> <li>○ Compare</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ Identify and name common animals</li> <li>○ Carnivores, herbivores and omnivores</li> <li>○ Describe and compare different structures</li> <li>○ Draw and label parts of a human body</li> <li>○ Senses</li> </ul>		<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>○ Identify a variety of plants</li> <li>○ Describe the basic structure</li> </ul>	
Year 2	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>○ Suitability and uses of materials</li> <li>○ How can solid objects be changed?</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ Offspring and their growth into adults</li> <li>○ Basic needs of animals and humans</li> <li>○ The importance of exercise, variety in our diet and hygiene</li> </ul>		<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>○ Growing seeds and bulbs</li> <li>○ Suitable conditions for growth</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>○ Things that are living, dead and never alive</li> <li>○ How are habitats suitable for living things?</li> <li>○ Plants and animals in habitats and microhabitats</li> <li>○ Sources of food and food chains</li> </ul>	
Year 3	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ Nutrition, the right types of food</li> <li>○ The skeleton and it's role</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>○ Appearance and properties</li> <li>○ Fossil formation</li> <li>○ Soil composition</li> </ul>	<p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>○ Movement on different surfaces</li> <li>○ Magnetic forces</li> <li>○ Comparing and grouping magnetic and non magnetic objects</li> <li>○ Magnetic poles</li> </ul>		<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>○ Functions of the parts of a plant</li> <li>○ Growth requirement</li> <li>○ Water transport</li> <li>○ A flower's role</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>○ Needed to see</li> <li>○ Can be reflected</li> <li>○ Protecting eyes</li> <li>○ Opaque objects and shadows</li> </ul>

\*reviewed each change of season



# Science Curriculum Overview 2025-26

	AUTUMN		SPRING		SUMMER	
<b>Year 4</b>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>○ Solids, liquids and gases</li> <li>○ Effect of temperature on changes of state</li> <li>○ Evaporation and condensation in the water cycle</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>○ Vibration causing sound</li> <li>○ Traveling through a medium</li> <li>○ Patterns with pitch and volume</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>○ Electrical appliances</li> <li>○ Series circuit and basic parts</li> <li>○ Identifying open and closed circuits</li> <li>○ Common conductors and insulators</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ The digestive system</li> <li>○ Teeth</li> <li>○ Producers, predators and prey in food chains</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>○ Grouping living things in different ways</li> <li>○ Use classification keys</li> <li>○ Changes in environments and the dangers this can pose</li> </ul>	
<b>Year 5</b>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>○ The effect of gravity</li> <li>○ Effects of air resistance, water resistance and friction</li> <li>○ Effects of levers, pulleys and gears</li> </ul>	<p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>○ Movement of planets relative to the sun</li> <li>○ Movement of the moon</li> <li>○ Spherical bodies</li> <li>○ Day and night explained by the rotation of the Earth</li> </ul>	<p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>○ Compare and group materials based on properties</li> <li>○ Dissolve materials in liquid to form a solution, describe how to recover substances</li> <li>○ Filtering, sieving and evaporating</li> <li>○ Reason, based on evidence, for uses of materials</li> <li>○ Reversible and irreversible changes</li> <li>○ Formation of new materials</li> </ul>		<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>○ Mammal, amphibian, insect and bird lifecycle differences</li> <li>○ Reproduction in plants and animals</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ Changes in humans as we age</li> </ul>
<b>Year 6</b>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>○ Appears to travel in straight lines</li> <li>○ Objects seen by giving out or reflecting light</li> <li>○ Shadows have the same shape as object</li> </ul>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>○ Fossils as evidence of changes over time</li> <li>○ Variety in offspring</li> <li>○ Plant and animal adaptation, leading to evolution</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>○ Circulatory system</li> <li>○ Impact of diet, exercise, drugs and lifestyle</li> <li>○ Nutrient and water transportation</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>○ Associate brightness or volume with number and voltage of cells</li> <li>○ Compare and give reason for variety of component function</li> <li>○ Use recognised symbols in circuit diagram</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>○ Classification based on common observable characteristics</li> </ul>	

