

Year Group Overviews

Year 1			
Term	IPC topic	Science National Curriculum topic	Objectives
Autumn 1	Who am I?	Animals including humans	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Autumn 2	Time Travellers Significant Events		
Spring 1	ICT Say Cheese!		
Spring 2	The magic Toymaker	Everyday materials	
Summer 1	Habitats Earth Our home	Plants Animals including humans	Plants: <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants Identify and describe the basic structure of a variety of common flowering plants Animals including Humans: <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Summer 2	Hooray... Let's go on holiday!	Include seasonal changes	<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.

Year 2			
Term	IPC topic	Science National Curriculum topic	Objectives

Autumn 1	The Circus has come to town	Uses of everyday materials	<ul style="list-style-type: none"> • Uses of everyday materials: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Autumn 2	Let's Celebrate	Light (Y3 unit)	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object
Spring 1	Super Humans	Animals including humans	<p>Animals including humans:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Spring 2	Flowers and insects	Plants, Animals including humans Animals and habitats Seasonal changes Living things and their habitats	<p>Plants:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Seasonal Changes:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. <p>Living things and their habitats:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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.
Summer 1	History People of the Past Significant People		
Summer 2	From A to B	Working scientifically	

Term	IPC topic	Science National Curriculum topic	Objectives
Autumn 1	Time, Place, earth and Space	Light, Earth and Space	<ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5) describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Autumn 2	ICT-Digital Gamers ICT and computing	Forces and magnets.	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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
Spring 1	Scavengers and Settlers Early man to the Iron Age	Rocks	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3) describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)
Spring 2	Shaping up	Animals including humans	<ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3) Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)
Summer 1	Active Planet earthquakes and Volcanoes	Properties and changes of materials States of Matter	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases (Y4) 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) (Y4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4) compare and group materials together, according to whether they are solids, liquids or gases (Y4)
Summer 2	Time, Place, earth and Space	Light, Earth and Space Working scientifically	<ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3) describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)

Animals, including human (Y5)	Animals including humans (Y6)
describe the changes as humans develop to old age. (Y5)	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6)
	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6)
	describe the ways in which nutrients and water are transported within animals, including humans. (Y6)

Everyday materials (Y1)	Uses of everyday materials (Y2)
distinguish between an object and the material from which it is made (Y1)	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)
identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)
describe the simple physical properties of a variety of everyday materials (Y1)	
compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)	
Rocks (Y3)	States of matter

<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases (Y4)</p>
<p>describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p>	<p>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 ($^{\circ}\text{C}$) (Y4)</p>
<p>recognise that soils are made from rocks and organic matter. (Y3)</p>	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)</p>

Properties and changes of materials (Y5)	
compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Y5)	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Y5)
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Y5)	demonstrate that dissolving, mixing and changes of state are reversible changes (Y5)
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Y5)	explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (Y5)

Implications of the New Curriculum (possible gaps in learning)

Year 1						
13-14	Ourselves, 1A	Growing plants, 1B	Sorting and using materials, 1C	Light and dark, 1D	Pushes and pulls, 1E	Sound and hearing, 1F
14-15	Health and growth, 2A	Plants and animals in the local environment, 2B	Variation, 2C	Grouping and changing materials, 2D	Forces and movement, 2E	Using electricity, 2F
	Animal and plant naming	Seasonal change				
15-16	Plants – functions of parts, requirements, parts of a flower Y3	Animals – nutrition and skeleton Y3	Rocks and fossils Y3	Light Y3 **1D	Forces (friction) and magnets Y3	
Year 2						
13-14	Health and growth, 2A	Plants and animals in the local environment, 2B	Variation, 2C	Grouping and changing materials, 2D	Forces and movement, 2E	Using electricity, 2F
	Animal and plant naming (Y1 & 2)	Seasonal change Y1)				
14-15	Plants – functions of parts, requirements, parts of a flower Y3	Animals – nutrition and skeleton Y3	Rocks and fossils Y3	Light Y3 **1D	Forces (friction) and magnets Y3	
15-16	Habitats, classification, keys Y4	Animals – digestive system, teeth, food chains Y4	States of matter Y4 **2D	Sound Y4	Electricity **2F Y4	
Year 3						
13-14	Teeth and eating, 3A	Helping plants grow well, 3B	Characteristics of materials, 3C	Rocks and soils, 3D	Magnets and springs, 3E	Light and shadows, 3F
14-15	Habitats, classification, keys Y4	Animals – digestive system, teeth **3A, food chains Y4	States of matter Y4 **2D	Sound Y4	Electricity Y4 **2F	
15-16	Animal life cycles and reproduction Y5	Human life cycle Y5	Materials - dissolving, properties and uses, separating, reversible and irreversible Y5	Earth and space Y5	Forces – gravity, air resistance, etc Y5	
	Plants – functions of parts, requirements, parts of a flower Y3	Animals – nutrition and skeleton Y3	Rocks and fossils Y3			