



Science
Cycle A

| | EYFS | Year 1 and 2 <i>Ongoing: Nature and field journals - observations over time of seasonal changes, plants, weather and length of day (inc. light)</i> | Year 3 and 4 Standalone unit on light - shadows and reflections Standalone Unit on skeletons | Year 5 and 6 Standalone unit on material properties - comparative / fair tests of everyday materials. |
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| Autumn 1 | <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health Describe what they see, hear & feel Identify different parts of their body & animals Be able to show care and concern for living things Know the effects exercise has on their bodies Have some understanding of growth and change | Magnificent Me! Animals including humans (the human body & senses) <i>(Also - Ongoing Seasonal Change)</i> | There's No Place Like Home <i>(Standalone Unit – light-shadows and reflections)</i> | A Kingdom United <i>(Standalone unit on material properties - comparative / fair tests of everyday materials.)</i> |
| Autumn 2 | <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Observe & interact with natural processes, such as | Fire! Fire! <i>(Ongoing Seasonal Change)</i> | Healthy Humans Nutrition, diet and movement and the skeleton | Food, Glorious Food! Materials - reversible and irreversible changes |

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| | ice melting, a sound causing a vibration, light travelling through transparent material, | | | |
| Spring 1 | <ul style="list-style-type: none"> • Describe what they see, hear & feel • Identify different parts of their body & animals • Be able to show care and concern for living things • Have some understanding of growth and change • Talk about things they have observed including animals • Observational drawings of animals | Penguins, Possums and Pigs Common animals other than humans and their basic structure. (Also - Ongoing Seasonal Change) | Rock and Roll! Rocks and fossils | Amazon Adventure Life cycle changes in animals and plants; naturalists (e.g. David Attenborough) |
| Spring 2 | <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them | Family Album (Ongoing Seasonal Change) | The Iron Man Forces and Magnets | Faster, Higher, Stronger Animals including humans - growth and development of humans PLUS exercise and the circulatory system |
| Summer 1 | <ul style="list-style-type: none"> • All plants need water, light and warmth to grow and survive • A seed produces roots to allow water to get into the plant and shoots to | Growth and Green Fingers Plants - basic structure and observing growth over time | What the Romans did for us (Standalone Unit – Skeletons) | Earthlings Earth and Space |

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| | produce leaves to collect the sunlight • Extend vocabulary: blossom, buds, bulb, evergreen, deciduous • Describe what they see, hear & feel whilst outside • Name & describe some plants • Draw pictures of plants • Understand the effect of changing seasons on the natural world around them | (Also - Ongoing Seasonal Change) . | | |
| Summer 2 | • Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water • Use vocabulary to name specific features of the natural world, both natural & man-made • Notice & discuss patterns around them e.g. the effect of seasons on flora & fauna | The Great Outdoors Everyday materials – naming & properties (Also - Ongoing Seasonal Change) | How Does Your Garden Grow? Plants - functions or parts and plant growth | Inventors and Inventions Materials - reversible and irreversible changes |