

Curriculum Intent Statement

The intent of our Science curriculum is to ensure that all children are taught age appropriate science subject knowledge as laid out by the National Curriculum. It is our intent to encourage children to be inquisitive about the world, nurturing their innate curiosity and enabling them to develop a range of scientific skills that are useful across the whole curriculum.

Year group	Autumn	Spring	Summer	
Nursery	<p>Understanding the World 3 and 4 Year olds will be learning to:</p> <ul style="list-style-type: none"> • 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. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations • Explore how things work. • 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. 			
EYFS	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>			
	Objectives - Development Matters	Early Learning Goals		
	<p>The World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<p>The Natural World</p> <ul style="list-style-type: none"> • 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, 	<p>Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.



	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> 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 	playing characters in narratives and stories.			
Y1	Materials	Seasonal Change	Plants	Seasonal Change	Animals including humans	Seasonal Change
	<p>NC Outcomes:</p> <ol style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their physical properties. 	<p>NC Outcomes:</p> <ol 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>NC Outcomes:</p> <ol style="list-style-type: none"> Identify and name a variety of common plants, including garden and wild plants. Identify and name a variety of trees and be able to categorise these as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. 	<p>NC Outcomes:</p> <ol 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>NC Outcomes:</p> <ol style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and 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. 	<p>NC Outcomes:</p> <ol 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>Working Scientifically Skills:</p> <ul style="list-style-type: none"> Asking questions Performing tests 	<p>Working Scientifically Skills</p>	<p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Performing tests 	<p>Working Scientifically Skills</p>	<p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Identifying and classifying 	<p>Working Scientifically Skills</p>



	<ul style="list-style-type: none"> Observing and measuring Gathering and recording data Identifying and classifying 	<ul style="list-style-type: none"> Observing and measuring Using equipment Gathering and recording data 	<ul style="list-style-type: none"> Observing and measuring Gathering and recording data Identifying and classifying 	<ul style="list-style-type: none"> Observing and measuring Using equipment Gathering and recording data 		<ul style="list-style-type: none"> Observing and measuring Using equipment Gathering and recording data
Y2	Uses of Everyday Materials	Animals including humans	Living things and their habitats	Living things and their habitats	Plants	Plants
	<p>NC Outcomes:</p> <p>1). Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>2). Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>NC Outcomes:</p> <p>1).Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>2).Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>3).Notice that animals, including humans, have offspring, which grow into adults.</p>	<p>NC Outcomes:</p> <p>1). Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>2). 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.</p>	<p>NC Outcomes:</p> <p>3). Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>3). 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.</p>	<p>NC Outcomes:</p> <p>1). Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>NC Outcomes:</p> <p>2).Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Performing tests Observing and measuring Gathering and recording data Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Identifying and classifying Performing tests Using equipment Observing and measuring Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Identifying and classifying Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Identifying and classifying Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Performing tests Observing and measuring Gathering and recording data Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Performing tests Observing and measuring Gathering and recording data Identifying and classifying
Y3	Rocks	Animals including humans	Forces and magnets	Forces and magnets	Plants	Light



	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2). Describe in simple terms how fossils are formed when things that have lived are trapped within rock. 3). Recognise that soils are made from rocks and organic matter. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). 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. 2). Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Compare how things move on different surfaces. 2). Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 3). Observe how magnets attract or repel each other and attract some materials and not others. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 4). 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. 5). Describe magnets as having two poles. 6). Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. 2). 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. 3). Investigate the ways in which water is transported within plants 2). Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Recognise that they need light in order to see things and that dark is the absence of light. 2). Notice that light is reflected from surfaces. 3). Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. 4). Recognise that shadows are formed when the light from a light source is blocked by a solid object. 5). Find patterns in the way that the sizes of shadows change.
	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Asking questions • Performing tests • Observing and measuring • Gathering and recording data • Reporting, presenting and communicating data/findings 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Performing tests • Observing and measuring • Identifying and classifying • Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Performing tests • Observing and measuring • Identifying and classifying • Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Asking questions • Performing tests • Observing and measuring • Gathering and recording data • Reporting, presenting and communicating data/findings 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Observing and measuring • Using equipment • Identifying and classifying
Y4	Animals including humans	Electricity	Sound	Sound	Living things and their habitats	States of matter
	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Describe the simple functions of the basic 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Identify common appliances that run on electricity 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Identify how sounds are made, associating 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 4). Find patterns between the volume of a sound and the 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Recognise that living things can be grouped in a variety of ways. 	<p>NC Outcomes:</p> <ol style="list-style-type: none"> 1). Compare and group materials together, according to whether



	<p>parts of the digestive system in humans.</p> <p>2). Identify the different types of teeth in humans and their simple functions.</p> <p>3). Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>2).Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>3).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.</p> <p>4). Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>5). Recognise some common conductors and insulators,</p>	<p>some of them with something vibrating.</p> <p>2). Recognise that vibrations from a sound travel through a medium to the ear.</p> <p>3). Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>strength of the vibrations that produced it.</p> <p>5). Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>2).Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>3). Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>they are solids, liquids or gases.</p> <p>2). 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)</p> <p>1). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Observing and measuring Identifying and classifying Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Planning and setting up different types of enquiries Using equipment Gathering and recording data Observing and measuring Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Performing tests Observing and measuring Identifying and classifying Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Performing tests Observing and measuring Identifying and classifying Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Planning and setting up different types of enquiries Observing and measuring Gathering and recording data Reporting, presenting and communicating data/findings Performing tests Observing and measuring
Y5	Earth and Space	Forces	Properties and changes of materials	Properties and changes of materials	Animals including humans	Living things and their habitats
	<u>NC Outcomes:</u>	<u>NC Outcomes:</u>	<u>NC Outcomes:</u>	<u>NC Outcomes:</u>	<u>NC Outcomes:</u>	<u>NC Outcomes:</u>
						1).Describe the



	<p>1). Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 2). Describe the movement of the Moon relative to the Earth. 3). Describe the Sun, Earth and Moon as approximately spherical bodies. 4). Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>1). Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 2). Identify the effects of air resistance, water resistance and friction that act between moving surfaces. 3). Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>1). 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. 2). Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 3). Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>4). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 5). Demonstrate that dissolving, mixing and changes of state are reversible changes 6). 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.</p>	<p>1). Describe the changes as humans develop from birth to old age.</p>	<p>differences in the life cycles of a mammal, an amphibian, an insect and a bird. 2). Describe the life process of reproduction in some plants and animals.</p>
<p><u>Working Scientifically Skills:</u></p>	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Performing tests • Observing and measuring • Identifying and classifying • Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Planning and setting up different types of enquiries • Observing and measuring • Gathering and recording data • Reporting, presenting and communicating data/findings • Performing tests • Observing and measuring 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Planning and setting up different types of enquiries • Observing and measuring • Gathering and recording data • Reporting, presenting and communicating data/findings • Performing tests • Observing and measuring 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Observing and measuring • Identifying and classifying • Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Observing and measuring • Identifying and classifying • Gathering and recording data 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> • Observing and measuring • Identifying and classifying • Gathering and recording data

Y6	Living things and their habitats	Evolution and Inheritance	Electricity	Light	Animals including humans	
	<p>NC Outcomes:</p> <p>1). Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>2). Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>NC Outcomes:</p> <p>1). Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>2). Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>3). Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>NC Outcomes:</p> <p>1). Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>2). 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.</p> <p>3). Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>NC Outcomes:</p> <p>1). Recognise that light appears to travel in straight lines.</p> <p>2). 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.</p> <p>3). 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.</p> <p>4). Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>NC Outcomes:</p> <p>1). Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</p> <p>2). Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>3). Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>NC Outcomes:</p>
	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Performing tests Observing and measuring Gathering and recording data Reporting, presenting and communicating data/findings 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Planning and setting up different types of enquiries Using equipment Gathering and recording data Observing and measuring Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Performing tests Gathering and recording data Observing and measuring Identifying and classifying 	<p><u>Working Scientifically Skills:</u></p> <ul style="list-style-type: none"> Asking questions Performing tests Observing and measuring Gathering and recording data Reporting, presenting and communicating data/findings 	<p><u>Working Scientifically Skills:</u></p>