

Science Termly Overview (Updated July 2026)

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>EYFS</u>	Child led investigation	Light and Dark Shadows Healthy eating - teeth Hygiene - germs	Seasons - autumn hibernation Winter - Arctic animals Freezing water (change of state) Colour - Melting crayons (changes of state) Making Jelly Prisms - Rainbows	The 3 little Pigs - materials and their properties Growing - plants	Dinosaurs - how are fossils formed Classification - herbivore/carnivore/omnivore	The science of Flight Friction - Ramps investigation
<u>Year 1</u>	<u>Sensitive bodies</u> Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and	<u>Introduction to plants (investigative unit)</u> Identifying the key features of a plant, children describe important structures and make comparisons between different plants. They use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden.	<u>Seasonal change</u> Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. They explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.	<u>Everyday materials</u> Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data and then use results to answer questions and sort and group materials based on their properties.	<u>Comparing animals</u> Studying both local and global animals, children identify common characteristics and physical features and use this information to make comparisons and classify animals. They consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as	<u>Investigating science through stories</u> Using picture books and hands-on outdoor activities, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They identify animals by closely observing footprints and construct waterproof

	consider how firefighters use their senses at work.				Jane Goodall carrying out research into chimpanzees in the wild.	animal homes with natural materials. Pupils sort birds according to their diet and seek patterns in their physical characteristics.
<u>Year 2</u>	<u>Habitats</u> Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They explore global habitats, naming plants and animals that can be found there and learn how a range of different living things depend on each other for food or shelter. They then explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy.	<u>Microhabitats-</u> Developing their understanding of scientific enquiry, children learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.	<u>Uses of everyday materials</u> Building on their knowledge of everyday materials and their properties, pupils learn that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. They also learn about the harmful effects of plastic and explore eco-friendly alternatives.	<u>Life cycles and health</u> Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. They collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider the role of expert scientific knowledge in careers that inform people to make healthy choices.	<u>Plant growth</u> Using their prior knowledge of important plant structures, children explain what factors are needed for successful growth and compare how those needs vary across different plants. They grow plants from seeds and bulbs to ascertain the needs for initial development and compare this to the survival needs of plants in later growth phases. Pupils take their own measurements and reflect on historical examples to understand how conclusions can be drawn.	<u>Plant-based materials (investigative unit)</u> Identifying ways to reduce, reuse and recycle, children draw on their knowledge of properties to invent creative uses for old objects. They discover some natural materials derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for homemade plant pots, venturing outdoors to find natural materials to decorate them.
<u>Year 3</u>	<u>Rocks and soil</u> Studying rocks and	<u>Forces and magnets</u>	<u>Movement and nutrition</u>	<u>Light and shadows</u> Identifying	<u>Plant reproduction</u> Building on their	<u>Does hand span affect</u>

	their properties, children learn how to classify rocks and identify how they were formed. They look at the work of palaeontologists to learn about fossil formation and use models to explore how fossils tell us about the past. Pupils investigate the physical properties of rocks and link these to their particular uses and explore soil formation, separate soil using a sedimentation jar and test soil drainage.	Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to understand their uses.	Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. Pupils explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.	examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.	prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. They investigate further factors that may affect the growth of plants and compete with their peers to disperse seeds in a variety of ways. They explore how seeds vary and define the type of plant they are studying, as well as looking at how seed shapes have inspired modern technologies.	<u>grip strength?</u> <u>(investigative unit)</u> Experimenting, analysing data and drawing conclusions allows children to explore the relationship between hand span and grip strength. They test different gloves to improve grip strength and applying their newfound knowledge to design friction gloves, fostering scientific inquiry and problem-solving skills.
<u>Year 4</u>	<u>States of matter</u> Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and	<u>Electricity and circuits</u> Exploring appliances that use electricity, children learn how to work with electricity safely and build circuits. They investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real	<u>Digestion and food</u> Using models, children describe the function of key organs in the digestive system. They identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about	<u>Sound and vibrations</u> Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They use examples of dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears.	<u>Classification and changing habitats</u> Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Pupils study ways that habitats may change over time and understand that humans can have both positive and negative effects on their	<u>How does the flow of liquids compare?</u> <u>(investigative unit)</u> Revising the states of matter, children consider methods for measuring how liquids flow differently from each other. They plan and execute an enquiry, considering different ways of representing data to support a

	rate of evaporation while broadening their experience of working scientifically.	scenarios and historical discoveries inform children about scientific progression and home safety.	predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	surroundings. They play the role of naturalists and review the impact of conservation programmes.	conclusion. Revisiting the digestive system, they explore how the flow of different liquids should be considered when producing different medicines.
<u>Year 5</u>	<u>Mixtures and separation</u> Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.	<u>Properties and changes of materials</u> Broadening their experience of the properties of materials, children investigate hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda. <u>Human Timeline</u> Studying human development and changes, children identify key stages and consider what	<u>Earth and Space</u> Exploring some of the key celestial bodies in our Solar System, children learn their names and compare their movements. They discover the relationship between the Earth's rotation and daylight, making models to represent their knowledge. They make sundials and consider how and why humans' ideas about the universe have changed over time	<u>Life cycles and reproduction</u> Studying different animals' life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects and identify key differences. They analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change.	<u>Unbalanced forces</u> Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	<u>Does the size of an asteroid affect its impact strength? (investigative unit)</u> Experimenting, analysing data and drawing conclusions to explore the relationship between the size of model asteroids and the size of the impact crater they create. Children apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.

		data may help to determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to record how gestation periods vary across different animals.				
<u>Year 6</u>	<u>Classifying big and small</u> Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms.	<u>Light and reflection</u> Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. They explore how our eyes allow us to see and how mirrors can be used in a variety of ways. Pupils investigate factors affecting the size of shadows and the laws of reflection. Children apply what they have learned about light by exploring real-life uses of mirrors.	<u>Evolution and inheritance</u> Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, they learn how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they begin to explain how species evolve over time and the role of fossil evidence that supports this theory.	<u>Circuits, batteries and switches</u> Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current and voltage. They make their own batteries, relate this to their knowledge of voltage and explore how battery research has impacted other scientific progress. Pupils investigate the use of switches and fuses and apply their electrical knowledge to design and produce their own electrical device.	<u>Circulation and health</u> Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They play the role of healthcare professionals to advise patients and play games to explore how lifestyle choices affect our health. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables.	<u>Are some sunglasses safer than others?</u> <u>(investigative unit)</u> Exploring sun safety, children investigate the efficacy of different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which sunglasses are best, applying their knowledge of electrical circuits to provide a light source in the experiment. The children summarise their findings through presentations/ advertisements.

The [national curriculum for science](#) aims to ensure that all pupils:

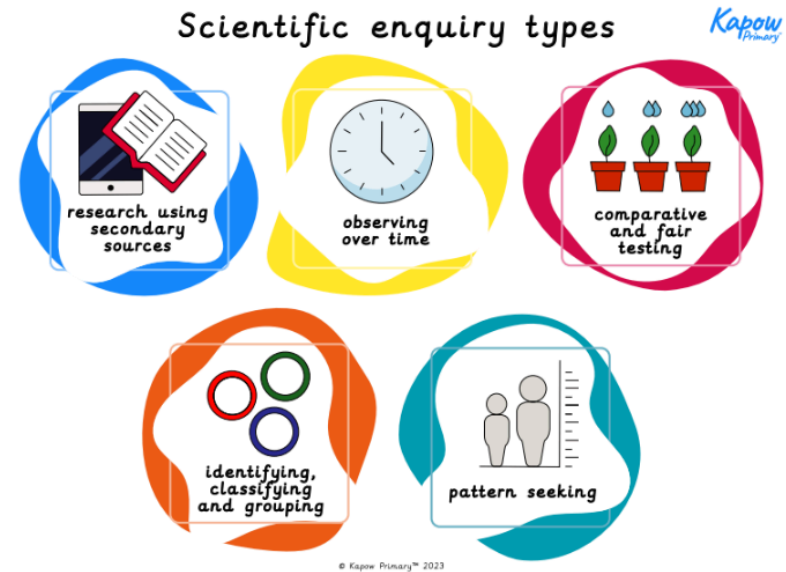
- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Working Scientifically is promoted across the school and embedded into lessons to ensure these skills are being developed throughout the children's school career. New vocabulary and challenging concepts are introduced through direct teaching and developed through the years, in-keeping with the topics. We encourage children to 'work scientifically' when carrying out practical investigative experiments.

KS 1:



KS 2:



Vocabulary used to structure written experiments:

KS1	I will need What I will do What I think will happen What happened
Lower KS2	Equipment Method What we will change/What we will measure/what we will keep the same? (fair test) Prediction Results & what we found out
Upper KS2	Equipment Method Variables (fair test) Hypothesis Results Conclusion

Don't forget to include a labelled diagram!