	Science Scheme of Learning – Learning objectives taken from NC							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
AUT 1	Rec All About Me ELG: Explore the world around them, making observations and drawing pictures of themselves and others. ELG: Know similarities and differences between the natural world around them ELG: Work and play cooperatively and take turns with others.	Year 1 <u>Seasonal Changes</u> • observe the changes across four seasons. • observe the changes across four seasons. Today's focus= Autumn • observe the changes across four seasons. Today's focus= Winter. • observe the changes across four seasons. Today's focus= Spring • observe the changes across four seasons. Today's focus= Summer • observe and describe weather associated with the seasons and how day length varies.	 Year 2 Living things and habitats explore the differences between things that are living, dead and things that have never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. (lesson 2,3, 5) Identify and name a variety of plants and animals in their habitat, including microhabitats. 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. 	 Year 3 Light recognise that we need light in order to see things and that dark is the absence of light. understand that light is reflected Light from surfaces. recognise that light from the sun can be dangerous and that there are ways to protect your eyes. recognise that shadows are formed when the light source is blocked by a solid object. find patterns in the way the size of the shadows change. Recognise that we need light in order to see things and that dark is the absence of light. Recognise that shadows are formed when light in order to see things and that dark is the absence of light. 	Year 4 Changing State •compare and group materials together according to their properties solid, liquid and gas. (lessons 1,2) •know that some materials change shape when they are heated or cooled. (lessons 3,4) •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (lessons 5,6)	Year 5 Forces •explain that unsporting objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (lessons 1,2) •identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (lessons 3-5) •know that some mechanisms, including levers, pulleys and gears allow a smaller force to have a great effect.	Year 6 <u>Animals including</u> <u>humans</u> •identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. (lessons 1-3) •Describe the ways in which nutrients and water and transported within animals including humans. •recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (lessons 5,6)	

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	Let's Celebrate	Animals including	<u>Materials</u>	<u>Rocks</u>	Animals including	Properties of materials	Evolution and
	ELG: I can explore	humans	• identify and	• compare and	humans	•Compare and group	inheritance
	the world around	• identify, name,	compare the suitability	group together different	•describe the	together everyday	•understand that
	me, making	draw and label basic	of different materials.	kids of rocks based on their appearance and	simple functions of the	materials based on	fossils provide
	observations of	parts of the human	• identify and name	simple physical properties.	digestive system in	their properties, including	information
	colour.	body and say which	a variety of everyday materials including	(lessons 1-3)	humans.	hardness, solubility,	about living things that
	ELG: I can	part of the body is associated with each	wood, plastic, glass,	• describe in simple terms	•identify different teeth	transparency,	inhabited the Earth
	participate in	sense.	metal, water and rock.	how fossils are formed	in humans and name their functions.	conductivity and	millions of years ago. ●recognise that living
	discussions and	•identify, name,	• find out how the	when things that have	•know how to keep my	response to magnets.	things produce
	offer my own ideas	draw and label the	shape of solid objects	lived are trapped within	teeth healthy.	•Know that some	offspring of the same
	using scientific	basic	made from materials can	rock.	•identify and compare	materials will dissolve	kind, but normally
	words.	parts of the human	be changed by	 recognise that soils are 	teeth of carnivores,	in	offspring vary
	ELG: I understand	body	squashing, bending,	made from rock and	herbivores and	liquid to form a	and are not identical to
	some important	and say which part of	twisting and stretching.	organic matter. (lesson	omnivores.	solution	their parents. (lessons
	processes and	the	 identify and compare 	5,6)	 construct and interpret 	and describe how to	2,3)
	changes in the	body is associated	the suitability of a		a variety of food chains	recover a substance	●identify how
	world, including	with	variety of everyday		identifying producers,	from a solution.	animals and plants are
	colour and how they	each sense.	materials including		predators and prey by	•Use knowledge of	adapted to suit their
	,	•identify, name,	wood, metal, plastic,		examining animal	solid,	environment in
Τ2	change by	draw and label the basic	glass, brick, rock, paper, cardboard for particular		faeces (poo).	liquid and gas to decide how mixtures might be	different
AUT	mixing.	parts of the human	uses.		•construct and interpret	separated including	ways and that adaptation
		body	• compare and group		a variety of food chains identifying producers,	through filtering,	may lead to evolution.
		and say which part of	together a variety of		predators and prey.	sieving	•identify how animals
		the	everyday materials on		•identify animal habitats	and evaporation.	and plants are adapted
		body is associated	the basis of their simple		in the locality and	•Demonstrate that	to suit their
		with	properties. (lesson 5, 6)		observe what they eat.	dissolving, mixing and	environment in
		each sense.			,	changes of state are	different ways and that
		 identify and name a 				reversible changes.	adaptation may lead to
		variety of common				•Explain that some	evolution.
		animals including				changes result in the	 recognise that
		fish, amphibians,				formation of new	normally offspring
		reptiles, birds and				materials and this kind	vary and are not
		mammals				of change is not usually reversible including	identical to their
		 describe and compare the 				changes associated	parents' inheritance.
		structure of a				with burning and the	
		variety of common				action of acid on	
		animals (fish,				bicarbonate of soda.	
		amphibians,				•Give reasons based on	
		reptiles, birds and				evidence from	
						comparative tests for	

mammals including pets)	the particular uses of everyday materials	
• identify and name a variety of common	including metals, wood and plastic.	
animals that are carnivores,		
herbivores and omnivores.		
on involes.		

SeasonsAnimals including humans- ext.Animals including humans-Forces and magnetsSoundSpaceElectricityELG: I can explore the world around me, making observations of colour.•identify, name, draw and label basic colour.•identify name, draw and label basic colour.•identify name, data say which part of the body is associated with each sense.•induit about and describe the basis of animals including humans•notice that some forces need contact between two objects.•identify how sounds are made, associating some of the with something vibrating.•Describe the movement of the part of the body is associated with each sense.•Identify, name, of animals including humans for survival. (lesson 3, 4)•Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet•Compare and group together a variety of everyday materials on the basis of whether they and say which part of the body is associated(lesson 3, 4)•Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet some important•Describe the some important•Describe the
ELG: I can explore the world around me, making observations of
the world around me, making observations of colour.draw and label basic parts of the human body and say which part of the body is associated with each sense.including humans have offspring which grow intobetween two objects.of the mwith something vibrations.Earth and other planets, relative to the sun in the solar system. (lesson 1, 2)in how components function.ELG: I can participate in discussions and offer my own ideas using scientific words find out about and each sense find out about and describe the basic needs of animals including humans for survival Compare and group together a variety of are attracted to a magnet and identify some magnetic materials Recognise that medium to the ear Describe the movement- use recognised symbols when representing a s circuit in a diagr the basis of whether they are attracted to a magnet and identify some magnetic materials Recognise that source increases Describe the movement- use recognised symbols when representing a s circuit in a diagr the basis of whether they are attracted to a magnet and identify some magnetic materials Recognise that sounds get fainter as the source increases Describe the Sun, reasons for variat in how components and Moon as approximate spherical bodyELG: I understand some importantand say which part of theof exercise, eating the right amounts if- ontice that some forces need contact between- Find patterns between sound and features of- and Moon as approximate spherical bodies oassociate the vol
Intervalueand can be describe the parts of the human body and say which part of the body is colour.and can be describe the part of the body is associated with each sense.offspring which grow into· compare how things move on different surfaces.vibrating.planets, relative to the sun in the solar system. (lessons 1,2)how components function.ELG: I can participate in discussions and offer my own ideas basic• identify, name, each sense.• ifind out about and describe the basic needs of animals including humans for survival.• compare and group together a variety of are attracted to a magnet and identify some magnetic materials.• compare how things words.· use recognised system. (lessons 1,2)• use recognised system. (lessons 1,2)• identify, name, offer my own ideas basic• identify, name, humans for survival.• identify, name, humans for survival.• identify some magnetic materials.• Compare and group travel through a medium to the ear. are attracted to a magnet and identify some magnetic materials.• Compare and group travel through a medium to the ear. • Recognise that sounds get fainter as the distance from the sound source increases.• Describe the the Sund • Describe the Sun, reasons for variat in • ocompare and give • compare and give and identify some notice that some forces need contact between• Site source increases. pitch and volume of a sound and features of• Describe the Sun, the Sund • Describe the Sun, easons for variat in • ocompare and give • compare and give • notice that some forces need contact between• Find patt
Inte, makingbody and say which part of the body is associated with each sense.chore into part of the body is adults. (lesson 1, 2)move on different surfaces.•Recognise that vibrations from sounds travel through athe sun in the solar system. (lessons 1, 2)function.ELG: I can participate in discussions and offer my own ideas using scientific body•identify, name, (lesson 3, 4)•find out about and describe the humans for survival. (lesson 3, 4)•Compare and group together a variety of are attracted to a magnet and identify some magnetic materials.•Recognise that vibrations from sounds travel through a•Describe the symbols when representing a s circuit in a diagr. everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.•Recognise that vibrations from sounds travel through a•Describe the symbols when representing a s circuit in a diagr. everyday materials on are attracted to a magnet and identify some magnetic materials.•Recognise that sound and features of•Describe the system. (lesson 1, 2)•use recognised system. (lesson 1, 2)ELG: I understand some importantbody theimportance for humans right amounts ifof exercise, eating the right amounts if•Notice that some forces need contact between•Find patterns between sound and features ofand Moon as approximate spherical sound and features ofhow components approximate spherical sound and features of
observations of colour.part of the body is associated with each sense.adults. (lesson 1, 2)surfaces.vibrations form sounds travel through a medium to the ear.system. (lessons 1, 2)•use recognised symbols when representing a s circuit in a diagr.ELG: I can participate in discussions and offer my own ideas using scientific words.•identify, name, draw and label the basic•identify, name, (lesson 3, 4)•identify some importance for humans of exercise, eating the right amounts if•identify some magnetic materials.•identify some medium to the ear.system. (lessons 1,2)•use recognised system. (lessons 1,2)•using scientific some importantparts of the human body•describe the importance for humans the•describe the importance for humans of exercise, eating the right amounts if•other the magnetic materials.•other the medium to the ear. - Recognise that sounds get fainter as the distance from the sound source increases.•other the magnetic materials.•other the magnetic materials.•other the medium to the ear. - Recognise that sounds get fainter as the distance from the sound source increases.•other the magnetic materials.•other the magneti
colour.associated with each sense.• find out about and describe the basic needs of animals including humans for survival. using scientific words.• find out about and describe the basic needs of animals including humans for survival. (lesson 3, 4)• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magneti and identify sometravel through a medium to the ear. - Recognise that sounds get fainter as the distance from the sound source increases.• Describe the movementsymbols when representing a s circuit in a diagr. • compare and give • compare and give are attracted to a magneti and identify some• Describe the movementsymbols when representing a s of the moon relative to the basis of whether they are attracted to a magneti and identify some• Describe the movementsymbols when representing a s of the moon relative to the basis of whether they are attracted to a magneti and identify some• Describe the movementsymbols when representing a s the basis of whether they are attracted to a magneti and identify some• Describe the movementsymbols when representing a s the Earth.• Describe the is of the human some important• describe the importance for humans of exercise, eating the right amounts if• Compare and group the basis of whether they are attracted to a magneti and identify some• Describe the source increases.• Describe the movement• Describe the the movement• Describe the movementELG: I understand some importantand say which part of theof exercise, eating the ri
ELG: I can participate in discussions and offer my own ideas using scientific Nords. ELG: I understand some important• find out about and describe the basic needs of animals including humans for survival. of animals including humans for survival.• 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.• Describe the movement of the moon relative to the basis of whether they are attracted to a magnet and identify some notice that some forces need contact between• Describe the movement of the moon relative to the basis of whether they are attracted to a magnet and identify some magnetic materials.• Describe the movement of the moon relative to the Earth.• Symbols when representing a s circuit in a diagn of the moon relative to the basis of whether they are attracted to a magnet and identify some magnetic materials.• Travel through a medium to the ear. - Recognise that sounds get fainter as the distance from the sound source increases.• Describe the movement the Earth.• Compare and group representing a s circuit in a diagn together a variety of everyday materials.• Describe the sound source increases.• Describe the Sun, Earth• Compare and group movement the Earth.• Describe the Sun, and identify some and identify some need contact between• Describe the sound and identify some and identify some and identify some and identify some sound and features of• Describe the and Moon as approximate spherical bodies.• Describe the the in in and Moon as aproximate spherical bodies.• Descr
participate in discussions and offer my own ideaseach sense.describe the basic needs of animals including humans for survival. (lesson 3, 4)together a variety of everyday materials on the basic of whether they are attracted to a magnetmedium to the ear. - Recognise that sounds get fainter as the distance from the sound source increases.movement of the moon relative to the Earth.movement circuit in a diagra of the moon relative to the Earth.words. ELG: I understand some importantand say which part of theof exercise, eating the right amounts ifof exercise, eating the right amounts ifof exercise, eating the right amounts ifof exercise, cating the need contact betweenof exercise, between need contact betweenof features of sound and features ofmovement of the moon relative to the Earth.movement of the moon relative to the Earth.of the sound the Earth.of the soun
discussions and offer my own ideas using scientific ELG: I understand some importantoffer my own ideas basichumans for survival. (lesson 3, 4)the basis of whether they are attracted to a magnet and identify some magnetic materials.get fainter as the distance from the sound source increases.the Earth.•compare and giv reasons for variat inwords. ELG: I understand some importantand say which part of theof exercise, eating the right amounts if•notice that some forces need contact between•Find patterns between sound and features of•of the moon feature to the Earth.•or differ micro differ ecompare and giv reasons for variat and identify some magnetic materials.
offer my own ideas using scientific words.parts of the human body(lesson 3, 4)are attracted to a magnet and identify some magnetic materials.distance from the sound source increases.Describe the Sun, Earthreasons for variat inELG: I understand some importantand say which part of theof exercise, eating the right amounts if• notice that some forces need contact between• Find patterns between sound and features of• notice that some forces sound and features of• of exercise, between • of exercise, eating the right amounts if• notice that some forces need contact between• of exercise, between sound and features of• of exercise, between • other the sound • of exercise, between• of exercise, between • notice that some forces need contact between• of exercise, between • other the sound • of exercise, between• of exercise, between • other the sound • of exercise, between• of exercise, between • notice that some forces • notice that some forces • notice that some forces • other the sound and features of• of exercise, between • other the sound • other the sound
LLG: I understand some importantDask parts of the human body• describe the importance for humans of exercise, eating the right amounts ifand identify some magnetic materials.source increases.Earthinusing scientific words. ELG: I understand some importantand say which part of the• describe the importance for humans of exercise, eating the right amounts ifand identify some magnetic materials.source increases.Earthinbodyimportance for humans of exercise, eating the right amounts if• notice that some forces need contact between• Find patterns between sound and features ofand Moon as approximate spherical bodies.how components function.
words.bodyimportance for humansmagnetic materials.•Find patterns betweenand Moon ashow componentsELG: I understandand say which part of theof exercise, eating the right amounts if•notice that some forces need contact between•Find patterns between sound and features ofand Moon as approximate spherical bodies.how components function.
ELG: I understand some importantand say which part of theof exercise, eating the right amounts if• notice that some forces need contact betweenpitch and volume of a sound and features ofapproximate spherical bodies.function.exercise, eating the theright amounts if• notice that some forces need contact betweenpitch and volume of a sound and features ofapproximate spherical bodies.function.
some important the right amounts if need contact between sound and features of bodies. •associate the vol
some important
processes and with and hygiene. (lesson 5, magnetic forces can act it. rotation to explain number and volt
each sense.6)at a distance.•Recognise that soundday and night due toof cells used in tworld, including•identify and•describe magnets asgets fainter as thethe apparentcircuit.
colour and how they name a variety of having two poles. Predict distance from the sound movement of the sun •design and const
change by common animals whether two magnets source increases. across the sky. simple electric c
mixing. such as minibeasts will attract or repel each of find patterns between of the for a purpose.
• identify and other, depending on pitch and volume of a movement of the (application
name a variety of which poles are facing. sound and the features moon relative to the ofvariations in
common animals (lessons 5,6) of the object that Earth. components fun
such as birds produced it. including the
●identify and brightness of bu
name a variety of the loudness of
common animals buzzers and the
including fish, on/off position of
amphibians, reptiles, switches.)
birds and mammals.
• apply my learning recognised symbol
about animals when representin
including humans.
diagram.

	Animals	Materials/ Science	Animals including	Science Week/ Animals	Science Week	Science Week	Science Week
	Development	Week	humans- ext./ Science	including humans	•identify ways to reduce	•Describe what a fossil	•Identify the main
	<u>Matters</u>	 Distinguish between 	<u>Week</u>	 Manmade vs natural 	my carbon footprint.	fuel is and the effects	causes of air
	Statements:	an object and the	 describe the 	sources of deforestation.	•identify ways to reduce	of burning them.	pollution.
	I can understand	material from which	importance for humans	 Soil quality enquiry 	my water consumption.	 Identify renewable 	•Identify areas where
	the similarities and	it is made	of exercise, eating the	• Explore the effects	 understand the implications of buying 	energy sources. ●To create a renewable	air quality is likely to be different.
	differences of	 identify and name a variety of everyday 	right amounts if different types of food	deforestation has on animal species.	food from far away.	• To create a renewable energy source.	•Suggest reasons for
	animals in this	materials including	and hygiene (lessons 7-	• Rewilding the local area.	•understand how our	energy source.	why pollutant levels
	country and in other	wood, plastic, glass,	11)	• identify that humans and	clothing choices have		rise and fall.
	countries.	metal, water and	• apply my knowledge of	some other animals have	an impact on our planet.		 I can explain how air
	l can recognise	rock.	the unit and complete a	skeletons and muscles for	 use my knowledge to 		pollution can be
7	some environments	 describe the simple 	knowledge test.	support, protection and	present an argument.		reduced.
SPR	that are different to	properties of a		movement. (lessons 1-4			•Recall facts and
S	the one in which	variety of everyday		animals)			present findings
	they live.	materials. ● compare and group					about air pollution.
	I can understand	together a variety of					
	the effect of	everyday materials					
	changing seasons on	on the basis of their					
	the natural world.	simple					
	l can engage in non-	properties. (lesson 4-					
	fiction books.	6)					
	I can revise and						
	refine my						
	fundamental						
	movement skills.						

					-		
	People who help us	<u>Materials</u>	<u>Plants</u>	Animals including humans	<u>Electricity</u>	Living things and	<u>Light</u>
	ELG: Manage their	 Describe the 	 observe and describe 	 identify that humans 	 identify common 	<u>habitats</u>	 recognise that light
	own basic hygiene	simple properties	how seeds and bulbs	and some other	appliances that run on	 describe the 	appears to travel in
	and personal needs,	of everyday	grow into mature plants.	animals have skeletons	electricity.	differences in life	straight lines.
	including dressing,	materials (lesson 1,	(lessons 1-6)	and muscles for	 identify whether or not 	cycles of a mammal,	 Use the idea that light
	going to the toilet	3)		support, protection	a lamp will light in a	an amphibian, an	travels in straight lines
	and understanding	 Compare and 		and movement.	simple series circuit,	insect and a bird.	to
	the importance of	group together a		(lessons 5-7)	based on whether or	(Lessons 1,2)	explain that objects are
	healthy food	variety of everyday		• identify that animals,	not the lamp is part of a	 Describe the life 	seen because they give
	choices.	materials on the		including humans, need	complete loop with a	process of	out or reflect light into
		basis of their		the right types and	battery.	reproduction in some	the eye.
	ELG: Understand	simple properties		amount of nutrition, and	•recognise some	plants and animals.	•Explain that we see
	some important	(lesson 2, 4)		that they cannot make their own food; they get	common conductors	(lessons 3-6)	things because light
	processes and	 Identify and name a variety of 		nutrition from what they	and insulators, and associate metals with		travels from light
1	changes in the	everyday materials		eat. (lessons 8-10)	being good conductors.		sources to our eyes or from light sources to
	natural world	including wood,			•recognise that a switch		objects and then to our
SUM	around them,	plastic, glass,			opens and closes a		eyes. (lessons 3,5)
•,	including the	metal, water and			circuit and associate		•Use the idea that light
	seasons and	rock.			this with whether or		travels in straight lines
	changing states of	 Distinguish 			not a lamp lights in a		to
	matter.	between an object			simple series circuit.		explain why shadows
	ELG: Talk about the	and the material it			•construct a simple		have the same shape
		is made from			series electrical circuit,		as the objects that cast
	lives of the people				identifying and naming		them.
	around them and				its basic parts, including		 Use the idea that light
	their roles in				cells, wires, bulbs,		travels in straight lines
	society.				switches and buzzers.		to explain that objects
					(lesson 5,6)		are
							seen because they give
							out or reflect light into
							the eye.

SUM 2	Materials Development Matters Objectives Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. C&L Reception - Learn new vocabulary	Plants • identify and describe the basic structure of a variety of common flowering plants including trees. (lesson 1 -4) • identify and name a variety of common wild and garden plants including deciduous and evergreen trees. (Lesson 5, 6)	Plants - ext • observe and describe how seeds and bulbs grow into mature plants. • find and describe how plants need water, light and a suitable temperature to grow and stay healthy. (lessons 2-6)	 Plants identify and describe the functions of different parts of a flowering plant. explore the requirements of plant life and growth. investigate the way in which water is transported within plants. explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal. (lessons 4-6) 	Living things •group living things in a variety of ways. •Explore and use classification keys to help group. •identify and name a variety of living things in the environment. •identify and name a variety of living things in the environment and I can explore classification keys further. •recognise that environments can change, and this can sometimes pose changes to living things. (lessons 5,6)	Animals including humans • Describe the changes as humans develop from birth to old age. • describe the changes as humans/animals develop to old age. • describe the changes as humans develop to old age. (lessons 3-6)	Living things and habitats •Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. (lessons 1,2, 5,6) •Give reasons for classifying plants and animals based on specific characteristics. (lessons 3,4)
					(lessons 5,6)		