

LMS Science Curriculum Overview

|        | Autumn 1                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                        | Summer 2                                                                                                                                                                                                                                                                                                                                                                      |
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| EYFS   | <b>Animals and Humans</b><br><b>Body Parts</b><br><b>5 senses</b><br><br><b>Transition from Summer to Autumn</b>                                                                                                                                                       | <b>Light and Dark</b><br>What is light?<br>What is dark?<br><br>How can you tell the difference?                                                                                                                                                           | <b>Seasonal Change</b><br>What are the four seasons?<br>What is the weather today?<br><br>What clothing do we need for different weather/seasons?                                                            | <b>Living things and their habitats</b><br><br><b>Describing and commenting on things they have seen/observed whilst outside, including plants, animals, natural and found objects.</b><br><b>Environment: showing care and concern for living things (insects, animals and plants. Understand what a plant needs to grow (growing the beanstalk)</b><br><b>Growth &amp; Change: plants, animals.</b><br><b>Understand the key features of the life cycle of a plant and animal</b><br><br>Develop an understanding of growth, decay and changes over time | <b>Earth and Space</b><br>Introduce earth, moon, stars and planets.<br><br>Introduce what the world looks like from space. (NASA)                                                                                                                               | <b>Materials</b><br>Compare how materials change over time and in different conditions Ice experiments – how can we Understand the effects of changing seasons on the world around me<br>Ice experiment- free the superheroes.<br>Explore a range of materials.<br><br><b>Observe, measure and record how materials change when heated and cooled.</b>                        |
| Year A | <b>Seasonal Changes</b><br>To create a seasonal poster/collage to demonstrate what they know about Autumn.                                                                                                                                                             | <b>Everyday Materials</b><br>Compare and group together a variety of everyday materials on the basis of their simple physical properties.                                                                                                                  | <b>Animals including humans</b><br>Group and classify known and unknown animals into fish, amphibians, reptiles, birds and mammals.                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Plants</b><br>Create a Class / School guide to local plants. Use Forest school/local area to take photos/video with iPad of common plants, wild plants and trees and label/describe them to show they can identify them and describe their basic structures. |                                                                                                                                                                                                                                                                                                                                                                               |
| Year B | <b>Chemistry- Properties of materials</b><br>Uses of materials- sustainability and recycling<br><br>EYFS progression – UTW The Natural World<br>Summer 2: An Amazing Adventure<br><br><i>What can WE do to support the 4Rs and make a difference to our community?</i> | <b>Biology- Animals including humans-</b><br>Human life cycle (survival, healthy lifestyle and hygiene)<br><br>EYFS progression – UTW The Natural World Autumn 1: All About Me Animals and Humans<br><br><i>What do humans need to thrive and survive?</i> | <b>Biology-</b><br>Plant parts and seasonal changes<br>Measuring temperature;<br>Measuring precipitation;<br>Weather forecasting<br><br>EYFS progression – UTW The Natural World<br>Spring 1 Seasonal Change | <b>Biology- Plants</b><br>(what plants need to survive- germination and dispersal. Unusual plants; Cornus Midwinter Fire, Venus Flytrap, Pineapple Plant)<br><br>EYFS progression – UTW The Natural World<br>Spring 2: What a Wonderful World                                                                                                                                                                                                                                                                                                              | <b>Biology- Animals including humans- Microhabitats</b><br>Animals - Survival, microhabitats, food chains and human impact on habitats/food chains<br><br>EYFS progression – UTW The Natural World<br>Spring 2: What a Wonderful World                          | <b>Biology- Animals including humans Habitats POND</b><br>What IS a habitat? Local habitats and investigating our pond (invertebrate groups) and focussing on how we can encourage breeding/plant growth and sustaining it<br><a href="#">Art link</a><br>EYFS progression – UTW The Natural World<br>Spring 2: What a Wonderful World<br><br><i>Is our pond suitable for</i> |

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|        |                                                                                     |                                                                                                                                     |                                                                                                            |  |                                                                                                                                    | <i>pondlife to breed? What needs to change to make it more suitable?</i>        |
| Year 3 | <b>Physics – Forces:<br/>Pushes and Pulls</b>                                       | <b>Physics – Light</b><br>Reflection, concave, convex                                                                               | <b>Biology – Animals including Humans</b><br>Carnivores, herbivores and omnivores<br>Critters Interactive! |  | <b>Biology – Plants</b><br><br>Root systems and stems<br><a href="#">Link to Computing</a>                                         | <b>Physics – Rocks and Soil</b><br><a href="#">Link to Geog &amp; Computing</a> |
| Year 4 | <b>Physics – Sound</b><br>Identifying how sounds are made                           | <b>Biology – Living things and their habitats</b><br>Identifying, grouping and classifying                                          | <b>Biology – Animals including Humans</b><br>Digestive system and teeth                                    |  | <b>Chemistry – States of Matter</b><br>Compare and group materials together according to whether they are solids, liquids or gases | <b>Physics – Electricity</b><br>Electrical Circuits                             |
| Year 5 | <b>Chemistry – Properties of Materials</b><br>Grouping and testing                  | <b>Physics – Earth and Space</b><br>Describing the Sun, Earth and Moon<br><a href="#">Art link</a><br><b>Infinite 8 opportunity</b> | <b>Biology – Animals and their Habitats.</b><br>Life processes and reproduction                            |  | <b>Biology – Animals including Humans</b><br>Changes to humans throughout life<br><a href="#">Art link from last half term</a>     | <b>Physics – Forces</b><br>Gravity                                              |
| Year 6 | <b>Biology – Living things and their habitats</b><br>Classifying plants and animals | <b>Physics – Light</b><br>How light travels                                                                                         | <b>Biology – Animals including Humans</b><br>Human circulatory system<br><br><b>Infinite 8 opportunity</b> |  | <b>Physics – Electricity</b><br>Investigating circuits to meet a given requirement                                                 | <b>Biology – Evolution and Inheritance</b><br>Animals and humans.               |