



Sedley's Church of England Primary School

Science Overview – Year A

What are the aims and intentions of this curriculum?

The scientific knowledge and conceptual understanding has been mapped to ensure that pupils following our sequence of learning have ample opportunity to make progress in science by knowing and remembering more science content.

1. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
2. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them.
3. To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.

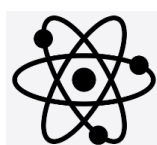
Biology,



Chemistry,



Physics,



Investigating and Working as a Scientist



In EYFS




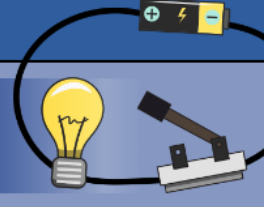
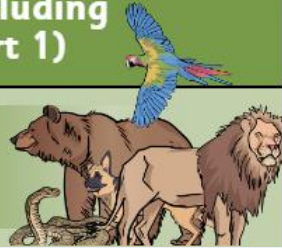



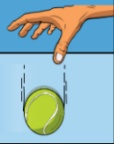




Understanding the World: The Natural World

- 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, 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

Personal, Social and Emotional Development – managing self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Community, Diversity, Creativity

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>Everyday materials</p> <p>Why do we use different materials for different things?</p> 	<p>Animals, including humans</p> <p>How do the systems inside our body work to make a healthy human?</p>  <p>Magnets</p> <p>How do magnets work?</p> 	<p>Electricity</p> <p>How can circuits vary?</p> 
Spring Term	<p>Animals, including humans (Part 1)</p> <p>How can we group animals?</p> 	<p>Electricity</p> <p>How does electricity travel?</p>  <p>Sound</p> <p>How does sound travel?</p> 	<p>Living things and their habitats</p> <p>How do different living things reproduce?</p>  <p>Forces</p> <p>How can we observe forces?</p> 
Summer Term	<p>Plants</p> <p>How can we identify different plants and trees?</p> 	<p>Plants</p> <p>How does each part of a plant fulfil its function?</p> 	<p>Living things and their habitats</p> <p>How can we classify living things into specific groups?</p>  <p>Animals, including humans</p> <p>How do we change as we grow older?</p> 



Sedley's Church of England Primary School
Science Overview – Year B

What are the aims and intentions of this curriculum?

The scientific knowledge and conceptual understanding has been mapped to ensure that pupils following our sequence of learning have ample opportunity to make progress in science by knowing and remembering more science content.

4. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
5. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them.
6. To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.

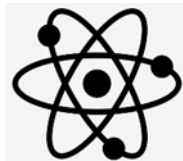
Biology,



Chemistry,



Physics,



Investigating and Working as a Scientist



In EYFS














Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
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Personal, Social and Emotional Development – managing self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Community, Diversity, Creativity

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>Seasonal changes</p>  <p>How does the weather change during the different seasons?</p>	<p>Rocks</p>  <p>How can we classify rocks?</p> <p>Animals, including humans</p>  <p>How is energy transferred in living things?</p>	<p>Earth and space</p>  <p>How does the Earth fit into our solar system?</p> <p>Animals, including humans</p>  <p>How do an animal's living systems work together to maintain a healthy body?</p>
Spring Term	<p>Plants</p>  <p>How do seeds and bulbs grow into healthy plants?</p>	<p>Light</p>  <p>How does light travel?</p> <p>States of matter</p>  <p>How does temperature affect different materials?</p>	<p>Evolution and inheritance</p>  <p>How have living things evolved over time?</p> <p>Properties and changes of materials</p>  <p>How do we separate materials?</p>
Summer Term	<p>Animals, including humans</p>  <p>Why do we need to keep healthy?</p>	<p>Living things and their habitats</p>  <p>How can the environment affect different groups of animals?</p>	<p>Light</p>  <p>How do our eyes work?</p>