



## Science

Science at Newtown Linford Primary School is about being curious. Children will explore the disciplinary concepts outlined below in each unit. They will have an opportunity to work within each theme at least one across the Key Stage.

**Disciplinary Concepts:** Observing Over Time, Pattern Seeking, Comparative Testing, Identify, Grouping and Classifying and Researching

Humans and Animals

Plants

Materials

Life and Living things

Forces

Energy

Earth Science

### Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Adult Directed Learning –</b> Describe what they see, hear and feel whilst outside (senses).  After close observation, draw pictures of the natural world, including animals and plants.		<b>Adult Directed Learning –</b> 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. Talk about the differences between materials and changes they notice.		<b>Adult Directed Learning –</b> Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	
<b>Key Stage 1</b>	<b>Animals including Humans (Year 1)</b> <u>Would you rather meet a carnivore or a herbivore?</u> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> </li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).</li> </ul>		<b>Everyday Materials (Year 1)</b> <u>Which materials are natural, and which are manmade?</u> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made. <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> </ul> </li> </ul> Compare and group together a variety of everyday materials on the basis of their simple physical properties.		<b>Use of Everyday Materials (Year 2)</b> <u>Can you find the best material to make a boat?</u> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	
<b>Lower Key Stage 2</b>	<b>Electricity (Year 4)</b> <u>How do I get a bulb to light?</u> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>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.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> </li> </ul>		<b>Sound (Year 4)</b> <u>How is sound made?</u> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the</li> </ul>	<b>Plants (Year 3)</b> <u>What do different plants need to grow?</u> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> </ul>	<b>States of Matter (Year 4)</b> <u>What is the effect of temperature on water?</u> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>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).</li> <li>Identify the part played by evaporation and condensation in the water</li> </ul>	
					<b>Forces and Magnets (Year 3)</b> <u>Why does a paper clip stick to a magnet?</u> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</li> </ul>	



			<p>strength of the vibrations that produced it.</p> <ul style="list-style-type: none"><li>Recognise that sounds get fainter as the distance from the sound source increases.</li></ul>	<ul style="list-style-type: none"><li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul>	<p>cycle and associate the rate of evaporation with temperature</p>	<p>identify some magnetic materials.</p> <ul style="list-style-type: none"><li>Describe magnets as having 2 poles</li><li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li></ul>
Upper Key Stage 2	<p>Electricity (Year 6)</p> <p><u>How can we make a lamp brighter?</u></p> <ul style="list-style-type: none"><li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>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.</li><li>Use recognised symbols when representing a simple circuit in a diagram.</li></ul>	<p>Earth and Space (Year 5)</p> <p><u>Why are they days getting shorter?</u></p> <ul style="list-style-type: none"><li>Describe the movement of the Earth and other planets relative to the sun in the solar system</li><li>Describe the movement of the moon relative to the Earth</li><li>Describe the sun, Earth and moon as approximately spherical bodies</li><li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li></ul>	<p>Properties and Changes of Materials (Year 5)</p> <p><u>Could I undilute my squash?</u></p> <ul style="list-style-type: none"><li>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</li><li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li><li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li><li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li><li>demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>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.</li></ul>	<p>Evolution and Inheritance (Year 6)</p> <p><u>Why do humans have a tail bone?</u></p> <ul style="list-style-type: none"><li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li><li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>	<p>Animals including Humans (Year 6)</p> <p><u>Why does my heart race after I sprint?</u></p> <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li><li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li><li>Describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>	

- 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 own experiences and what has been read in class.
- Understand some processes and changes in the natural world around them including the seasons and changing states of matter.



## Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Adult Directed Learning –</b> Describe what they see, hear and feel whilst outside (senses). <i>Make healthy choices about food, drink, activity and toothbrushing.</i>		<b>Adult Directed Learning –</b> Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather.	<b>Adult Directed Learning –</b> Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	<b>Adult Directed Learning –</b> After close observation, draw pictures of the natural world, including animals and plants.	
Key Stage 1	<b>Animals Including Humans (Year 2)</b> <u>What do we use our bodies for?</u> <ul style="list-style-type: none"><li>Notice that animals, including humans, have offspring which grow into adults.</li><li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li><li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul>		<b>Seasonal Changes (Year 1)</b> <u>What is a season?</u> <ul style="list-style-type: none"><li>Observe changes across the 4 seasons.</li><li>Observe and describe weather associated with the seasons and how day length varies.</li></ul>	<b>Plants (Year 1)</b> <u>Why is there a Christmas tree outside?</u> <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>	<b>Living Things and their Habitat (Year 2)</b> <u>Why do camels have humps?</u> <ul style="list-style-type: none"><li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li><li>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.</li><li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li><li>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.</li></ul>	
Lower Key Stage 2	<b>Light (Year 3)</b> <u>What can you see when there is no light?</u> <ul style="list-style-type: none"><li>Recognise that they need light in order to see things and that dark is the absence of light.</li><li>Notice that light is reflected from surfaces.</li><li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li><li>Find patterns in the way that the size of shadows change.</li></ul>	<b>Rocks (Year 3)</b> <u>What do rocks tell us about how the earth was formed?</u> <ul style="list-style-type: none"><li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li><li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li><li>Recognise that soils are made from rocks and organic matter.</li></ul>	<b>Animals Including Humans (Year 3)</b> <u>How do living things get their food?</u> <ul style="list-style-type: none"><li>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.</li><li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul>	<b>Animals Including Humans (Year 4)</b> <u>What happens to a piece of bread in our body?</u> <ul style="list-style-type: none"><li>Describe the simple functions of the basic parts of the digestive system in humans.</li><li>Identify the different types of teeth in humans and their simple functions.</li><li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul>	<b>Living things and their Habitats (Year 4)</b> <u>How can living things be classified?</u> <ul style="list-style-type: none"><li>Recognise that living things can be grouped in a variety of ways.</li><li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li></ul>	
Upper Key Stage 2	<b>Living Things and their Habitats (Year 5)</b> <u>How are we different from plants?</u> <ul style="list-style-type: none"><li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li></ul>	<b>Living Things and their Habitats (Year 6)</b> <u>What makes us different from a tiny microbe?</u> <ul style="list-style-type: none"><li>Describe how living things are classified into broad groups according to common observable characteristics and based on</li></ul>	<b>Light (Year 6)</b> <u>How are you reading this question right now?</u> <ul style="list-style-type: none"><li>Recognise that light appears to travel in straight lines.</li><li>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.</li><li>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.</li></ul>		<b>Animals Including Humans (Year 6)</b> <u>What happens as we grow up?</u> <ul style="list-style-type: none"><li>Describe the changes as humans develop to old age.</li><li>Draw a timeline to indicate stages of growth and development of humans.</li><li>Learn about the changes experienced in puberty.</li></ul>	<b>Forces (Year 5)</b> <u>Does "What comes up, must come down" apply to everything?</u> <ul style="list-style-type: none"><li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li></ul>



Newtown Linford Primary School

	<ul style="list-style-type: none"><li>Describe the life process of reproduction in some plants and animals.</li></ul>	<p>similarities and differences, including micro-organisms, plants and animals.</p> <ul style="list-style-type: none"><li>Give reasons for classifying plants and animals based on specific characteristics.</li></ul>	<ul style="list-style-type: none"><li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>	<ul style="list-style-type: none"><li>Research gestation periods of other animals and compare them with humans.</li></ul>	<ul style="list-style-type: none"><li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li><li>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li></ul>
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