Subject: Science

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Our school – teddy bear hunt My family Parts of the body/sense Autumn Walk Nocturnal animals Arctic and Antarctic animals Ice experiments ICT: 2paint	Postman/Police/Vets/Fireman/Doctors Materials and their properties ICT: Bee-Bots Animals around the world atlas work Farm animals and their young ICT: 2animate	Planets and space travel Sorting dinosaurs Forces – push, pull or both Toys from the past Cars and ramps investigation	Seasonal Changes Tree in the seasons Wind sock Rain gauge Use of everyday materials Sorting materials Identifying properties Grouping materials	Use of everyday materials Waterproof investigation – link to shield making. Use of everyday materials Seasonal Changes Keep warm/Keeping Cool Insulating a cup of coffee Tree in the seasons	Animals including humans Animal classification Naming common animals Human body and senses Plants Local plants and trees (naming and labelling/calligrams) Structure of plant Habitats Common wild flowers Tree in the Seasons	Properties of Materials Burning	 Offspring Basic Needs Exercise Food Groups Hygiene Living, Dead and Never Alive Food Chains Habitats and Micro-habitats	Plants Variation and classification Properties of Materials Changing Materials	Animals, including humans Forces & Magnets	Rocks & Soils Light	Plants	Sound, vibrations Electricity (parallel and series circuits, switches)	Digestive system & teeth States of Matter – solids, liquids, gases	Water cycle (carried over from States of Matter) Living things and their habitats	Earth and Space. Earth and Space.	Forces Properties and changes of materials and working scientifically	Properties and changes of materials and working scientifically Animals including humans Living things and their habitats	Evolution & inheritance. Study on Darwin. Animals including humans Circulation, heart… Recognise impact of diet, exercise and drugs Describe how nutrients and water transported	Electricity Working scientifically Light: how it travels, how we see, why shadows are same shape as objects.	All Living things – classification Comparison between American and British animals

Alvey Values

Developing the skills of scientific enquiry is a vital part of the science curriculum.

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
High levels of originality, imagination or innovation in the application of skills.
The ability to undertake practical work in a variety of contexts, including fieldwork.
A passion for science and its application in past, present and future technologies.