

Curriculum Overview – SCIENCE



Cycle B – 2022/2023 - **EYFS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me	Amazing Animals	Ticket to Ride	Come Outside	Terrific Tales	Come Outside / Fun at the Seaside
Working Scientifically	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.

Curriculum Overview – SCIENCE

Cycle B – 2022/2023 – **KS1**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Who am I? Parts of the body, senses (Y1)</p>	<p>Celebrations (Seasonal Changes) Senses, properties of materials, basic structure of plants/trees (Y1)</p>	<p>Polar Places Properties of materials and the range of living things in the polar region (Y1)</p>	<p>Plants and Animals (Seasonal Changes) Plants/animals in local environment, naming plants/trees, habitats (Y1)</p>	<p>On Safari Invertebrates and other plants and animals in the local area. (Y1)</p>	<p>Holiday (Seasonal Changes) Holidays, climate, food, animals, human impact on environment (Y1)</p>
Working Scientifically	<p>Observe closely, using simple equipment. Identify and classify. Gather and record data to help in answering questions.</p>	<p>Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>

Curriculum Overview – SCIENCE

Cycle B – 2022/2023 – **LKS2**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	<p>Looking at States States of matter, solids, liquids, gases. Evaporation and condensation in the water cycle. (Y4)</p>	<p>Rocks, Soils and Fossils Properties and uses of rocks, the rock family, soils and finally fossils. (Y3)</p>	<p>What's that Sound? Making sounds on instruments, changing sound through volume, pitch & over distances (Y4)</p>	<p>Teeth and Eating Digestion and different types of teeth, deadly predators and their prey, food chains. (Y4)</p>	<p>Power it Up Uses of electricity and safely constructing simple circuits. Children design and make an alarm using their knowledge of circuits. (Y4)</p>	<p>Living Things Grouping living things, use keys to identify and name living things. How changes to habitats can pose dangers to living things. (Y4)</p>
Working Scientifically	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,</p>	<p>Ask relevant questions and using different types of scientific enquiries to answer them – setting up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>

<p>including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support findings.</p>	<p>including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>		<p>Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>
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Cycle B – 2022/2023 – **UKS2**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	<p>Material World In this topic, the children learn about materials and how they change. First they test properties of materials before looking dissolving, and further investigating changes of state. Finally, children compare reversible and irreversible changes. (Y5)</p>	<p>Amazing Changes Further exploration of reversible and irreversible changes. The topic concludes by looking at how these properties are applied in the real world. (Y5)</p>	<p>Out of this World In this topic children explore space. Starting with the planets of the solar system, children move on to consider Earth and the moon in more detail, including what causes us to experience night and day on Earth. They also explore how ideas about space have changed over time. (Y5)</p>	<p>Electricity Children explore electrical circuits, building upon knowledge gained in LKS2. They explore the effects of changing the amount and type of components. They learn about electrical safety and explore the use of electrical circuits in our everyday lives. (Y6)</p>	<p>Classifying Living Things Children revisit their knowledge of classification and creating keys. They develop their knowledge by looking at fungi and bacteria. Children study the work of Carl Linnaeus in developing the binomial naming system and classification of living organisms (Y6)</p>	<p>Meet the Scientists Children research scientists past and present and consider the impact of their work on our lives today. They investigate how changing ideas within the world of science influences future fields of research. (Yr5/6)</p>
Working Scientifically	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs. Use test results and research to make predictions to set up further comparative and fair tests. Report and present findings from enquiries,</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,</p> <p>Use data to make predictions to set up further comparative and fair tests.</p>	<p>Report and present findings from enquiries and research, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>

	<p>repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Identify how scientific ideas have changed over time</p>	<p>repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Identify how scientific ideas have changed over time</p>	<p>Use research to raise questions and further lines of enquiry</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Identify how scientific ideas have changed over time</p>
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