

## Science Medium Term Planning – National Curriculum Objectives

NB. Science is not always linked to the theme of the term and may be taught discretely

### Year 1

<b>Summer Continuous Provision (Animals)</b>
<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>

## Year 2

<b>Autumn: Explorer (Scientists and inventors) &amp; (materials)</b>	<b>Spring: India(Animals including humans)</b>	<b>Summer: Fire/Dinosaurs (plants) &amp; (living things)</b>
<p><u>Autumn 2</u></p> <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>	<p><u>Spring 1</u></p> <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>	<p><u>Summer 1</u></p> <ul style="list-style-type: none"><li>• observe and describe how seeds and bulbs grow into mature plants</li><li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li></ul> <p><u>Summer 2</u></p> <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>

Year 3

<p style="text-align: center;"><b>Autumn: Egyptians (Light) / (Food human &amp; animal) Groups, skeleton, balanced meal)</b></p>	<p style="text-align: center;"><b>Spring: Rainforests(Food human &amp; animal) Groups, skeleton, balanced meal) &amp; (Plants)</b></p>	<p style="text-align: center;"><b>Summer: Stone Age Plants Rocks &amp; soil/ Forces and magnets</b></p>
<p><u>Autumn 1</u></p> <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> <p><u>Autumn 2</u></p> <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> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><u>Spring 1</u></p> <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> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><u>Spring 2</u></p> <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> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p><u>Summer 1</u></p> <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> <p><u>Summer 2</u></p> <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 identify some magnetic materials</li> <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>

Year 4

<p style="text-align: center;"><b>Autumn: Romans and Boudicca (animals including humans- teeth and keeping healthy) (Digestive system)</b></p>	<p style="text-align: center;"><b>Spring: Hot and Cold (States of matter and water cycle)</b></p>	<p style="text-align: center;"><b>Summer: Lights, Camera, Action</b></p>
<p><u>Autumn 1&amp; 2</u></p> <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 identify some magnetic materials</li> <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>	<p><u>Spring 1&amp; 2</u></p> <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 cycle and associate the rate of evaporation with temperature</li> </ul>	<p><u>Summer 1</u></p> <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</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><u>Summer 2</u></p> <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 strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>

Year 5

<b>Autumn: Space and Beyond (Earth and space) &amp; (Forces)</b>	<b>Spring: Vikings and Anglo-Saxons (Properties and changes of materials)</b>	<b>Summer: Exploring Southend (living things and their habitats)( investigative science)</b>
<p><u>Autumn 1</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><u>Autumn 2</u></p> <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><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>	<p><u>Spring 1&amp;2</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><u>Summer 1</u></p> <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><li>describe the life process of reproduction in some plants and animals</li><li>describe the changes as humans develop to old age</li></ul>

## Year 6

<b>Autumn: Bright Sparks/ Gunpowder Treason and Plot (light)&amp; (electricity)</b>	<b>Spring: Ancient Greece (Living things and their habitats) &amp; (Animals including humans)</b>	<b>Summer: The World Around Us (Evolution and inheritance)</b>
<p><u>Autumn 1</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><u>Autumn 2</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><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><u>Spring 2</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>	<p><u>Summer 1 &amp;2</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>