



The **SCIENCE knowledge curriculum** demonstrates clear links to the **EYFS Understanding the World early learning goal**. The children’s learning in KS1 and KS2 will build on the skills they have developed during their time in the early years, such as exploring, observing and comparing elements of the natural world (including plants, animals, the seasons and changing states of matter), drawing on their own experiences and what has been read in class.

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 1	PHYSICS + BIOLOGY	CHEMISTRY	PHYSICS + BIOLOGY	BIOLOGY	PHYSICS + BIOLOGY	BIOLOGY
	<p>* Seasonal changes (observe changes across the seasons, including weather and variation in day length)</p> <p>* Plants in the local environment (and how they change over the seasons)</p>	<p>* Everyday materials (identify and name everyday materials; describe properties)</p>	<p>* Seasonal changes (observe changes across the seasons, including weather and variation in day length)</p> <p>* Plants in the local environment (and how they change over the seasons)</p>	<p>* Animals, including humans (animals in their local environment and how they change throughout the year; naming body parts)</p>	<p>* Seasonal changes (observe changes across the seasons, including weather and variation in day length)</p> <p>* Plants in the local environment (and how they change over the seasons)</p>	<p>* Animals, including humans (animals in their local environment and how they change throughout the year; naming body parts – linked to senses)</p>
YEAR 2	BIOLOGY	CHEMISTRY	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY
	<p>* Plants (seasonal changes in the local environment; plant seeds/bulbs - observe growth over the year; separate focused investigation on water for growth)</p>	<p>* Uses of everyday materials (identify and compare suitability of materials; find out how the shape of some solid objects can be changed)</p>	<p>* Plants (seasonal changes in the local environment; observe & record growth of seeds and bulbs since autumn term; separate focused investigation on temperature for growth)</p>	<p>* Living things and their habitats (living, dead, never been alive)</p>	<p>* Plants (seasonal changes in the local environment; observe & record growth of seeds and bulbs since spring term; separate focused investigation on light for growth)</p>	<p>* Animals, including humans (growth, health, exercise, nutrition)</p>
YEAR 3	PHYSICS	PHYSICS	CHEMISTRY		BIOLOGY	BIOLOGY
	<p>* Light (need light to see, formation of shadows – observe patterns in the way the size of shadows change)</p>	<p>* Forces and Magnets (magnetism as a force sort magnetic/non-magnetic materials)</p>	<p>* Rocks (compare and group rocks, describe how fossils are formed, explore and compare different soils and how they might be formed)</p>		<p>* Flowering plants, and the relationship between structure and function</p>	<p>* Animals, including humans (food, nutrition, skeleton, muscles)</p>

YEAR 4	BIOLOGY * Living things and their habitats (study of local environment plants and animals; group into vertebrates and invertebrates + subgroups)	CHEMISTRY * States of matter (solids, liquids, gases; effects of heating and cooling, water cycle)	BIOLOGY * Living things and their habitats (study of local environment plants and animals; explore examples of positive and negative human impact)	PHYSICS * Electricity (simple series electrical circuits & predictions, switches, conductors and insulators)	PHYSICS * Sound (how sounds are made – vibrations, find patterns in pitch and volume)	BIOLOGY * Animals, including humans (teeth; digestive system; food chains)
YEAR 5	CHEMISTRY * Properties and changes of materials (compare and group materials based on properties, understand dissolving, separating, reversible & irreversible changes)	BIOLOGY * Living things and their habitats (describe the life cycle of different animals; compare the life cycle of animals to that of plants)	PHYSICS * Forces (gravity, air resistance, water resistance, friction; levers, pulleys, gears)	BIOLOGY * Living things and their habitats (revise knowledge of life cycles of plants and animals, and compare those in the local environment with those in other parts of the world)	PHYSICS * Earth and Space (movement of planets in relation to the Sun, movement of the Moon in relation to the Earth. Earth's rotation = day and night)	BIOLOGY * Animals, including humans (changes as humans develop to old age, including changes at puberty)
YEAR 6	BIOLOGY * Living things and their habitats (detailed classification systems to group living things, classify animals and plants in local environment, research and classify unfamiliar plants and animals from other habitats)	PHYSICS * Light (light travels in straight lines, objects are seen because they reflect the light in straight lines to our eyes, shadows)	PHYSICS * Electricity (associate brightness and volume with voltage, use recognised symbols to draw circuit diagrams)	BIOLOGY * Animals, including humans (circulatory system; impact of diet, exercise, drugs and lifestyle choices; describe how nutrients and water are transported around an animal's body, including humans)	BIOLOGY * Evolution and Inheritance (living things have changed over time – fossils as evidence, variety within offspring, animal and plant adaptation to suit the environment – leading to evolution)	