



# Science Long-Term Overview at Wootton St Peter's CE Primary School

*"The important thing is to never stop questioning" Albert Einstein*

<b>EYFS Understanding the World</b>	<p><b>Seasonal Changes</b> Pupils should be taught to</p> <ul style="list-style-type: none"> <li>Identify and discuss patterns and change</li> <li>Identify similarities and differences in relation to objects, materials and living things.</li> </ul> <p>Observe the natural world and how animals behave differently as the seasons change.</p>				
	<p><b>Diet</b> <b>Pupils should be taught to</b> Understand the importance of physical exercise and a healthy diet to maintain good health. Discuss ways to keep healthy and safe, Provide children with opportunities to change materials from one state to another, e.g. melting ice cubes the sun, combining different materials and then cooling or heating them.</p>	<p><b>Light</b> <b>Pupils should be taught to</b> Identify sources of light. Explore shadows and reflection Understand about visibility and its importance in the dark Explore how you can shine light through some materials and not others. Investigate shadows</p>	<p><b>Living Things and their Habitats</b> <b>Pupils should be taught to</b> Understand the importance conservation – wildlife in the garden. Begin to understand the respect and care for the natural environment and all living things. Understand contrasting environments locally and nationally.</p>	<p><b>Forces (Flotation)</b> <b>Pupils should be taught to</b> Explore and talk about different forces they can feel. Such as stretching elastic, snapping a twig but not being able to bend a need to metal rod. Explore and discover why some things sink or float. Whether something floats depends on the material it is made of, not its weight. Learn about magnetic attraction and repulsion. Explore how things work such as wind-up toys.</p>	<p><b>Plants</b> <b>Pupils should be taught to</b> Label parts of a plant (stem, flower, shoot, bud and root) Understand the lifecycle of a bean Identify the main things a plant needs to grow (light, water and soil) Observe an apple core going brown and mouldy over time.</p>

## KEY STAGE 1: Years 1 & 2

<b>KS1</b>	<p><b>Y1: Plants</b> Pupils should be taught to:</p> <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> <p>Pupils should be taught to:</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><b>Y2: Living Things &amp; Habitats</b> Pupils should be taught to:</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 micro-habitats</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>	<p><b>Y2: Sound (exploratory unit)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Understand and that sounds are heard when they enter the ear.</li> <li>Explore the many kinds of sound and sources of sound.</li> <li>Understand that sounds travel away from sources, getting fainter as it gets further</li> </ul> <p><b>Y2: Light (exploratory unit)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify different light sources, including the Sun.</li> <li>Understand that darkness is the absence of light</li> </ul>
	<p><b>Y1: Seasonal Changes (Ongoing)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> <li>Observe and talk about changes in the weather and the seasons.</li> </ul>		
	<p><b>Y1: Animals</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Y1: Forces (exploratory unit)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Explore and describe the movement of, familiar things (for example, cars going faster, slowing down, changing direction)</li> <li>Understand that pushes and pulls are examples of forces.</li> <li>Recognise that when things speed up, slow down or change direction, there is a cause (for example, a push or a pull)</li> </ul> <p><b>Y1 &amp; Y2: Everyday Materials and their Uses</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties.</li> </ul> <p>Pupils should be taught to:</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>Explore how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Y1 &amp; Y2: Animals, including Humans</b> Pupils should be taught to:</p> <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> </ul> <p>Pupils should be taught to:</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>

## KEY STAGE 2: Years 3 & 4

KS2  
Y3&4

### Y3 & Y4 ANIMALS, INCLUDING HUMANS (Health & Nutrition & Food Chains)

**Pupils should be taught to:**

- 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

**Pupils should be taught to:**

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions

### Y3: PLANTS

**Pupils should be taught to:**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

### Y3: ANIMALS, INCLUDING HUMANS (Skeletons & Muscles)

**Y3: Pupils should be taught to:**

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

### Y3: FORCES & MAGNETS

**Pupils should be taught to:**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Y4: SOUND

**Pupils should be taught to:**

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

## KEY STAGE 2: Years 3 & 4 cont-

### Y3: ROCKS

#### Pupils should be taught to:

- Compare and group together different kinds of rocks based on their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

### Y4: LIVING THINGS & THEIR HABITATS

#### Pupils should be taught to:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### Y4: STATES OF MATTER

#### Pupils should be taught to:

- Compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Y3: LIGHT

#### Pupils should be taught to:

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows changes

### Y4: ELECTRICITY

#### Pupils should be taught to:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

## KEY STAGE 2: Years 5 & 6

<b>KS2 Y5&amp;6</b>	<p><b>Y6: EVOLUTION &amp; INHERITANCE</b></p> <p><b>Pupils should be taught to:</b></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><b>Y5: PROPERTIES &amp; CHANGES OF MATERIALS</b></p> <p><b>Pupils should be taught to:</b></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><b>Y5&amp;Y6: LIVING THINGS &amp; THEIR HABITATS</b></p> <p><b>Pupils should be taught to:</b></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> </ul> <p><b>Y6: ELECTRICITY</b></p> <p><b>Pupils should be taught to:</b></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><b>Y5&amp;Y6: LIVING THINGS &amp; THEIR HABITATS</b></p> <p><b>Pupils should be taught to:</b></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><b>Y6: LIGHT</b></p> <p><b>Pupils should be taught to:</b></p> <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> <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>	<p><b>Y5: EARTH &amp; SPACE</b></p> <p><b>Pupils should be taught to:</b></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><b>Y5 &amp; Y6: ANIMALS, INCLUDING HUMANS</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b>Pupils should be taught to:</b></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><b>Y5: FORCES</b></p> <p><b>Pupils should be taught to:</b></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>

