



Humans	Sound	Electricity	Light and Dark
<ul style="list-style-type: none"> • Learn about the life cycles of humans • Learn about how to take care of themselves • Learn about their senses 	<ul style="list-style-type: none"> • Listen to sounds • Make sounds 	<ul style="list-style-type: none"> • Identify electrical devices • Use battery-powered devices 	<ul style="list-style-type: none"> • Explore light sources • Shine light on or through different materials
Materials		Forces	
<ul style="list-style-type: none"> • Explore a range of materials • Shape and join materials • Combine and mix ingredients • Change materials by heating and cooling, including cooking 		<ul style="list-style-type: none"> • Feel forces • Explore how things work • Explore how objects/materials are affected by forces 	
Animals and Plants			Living things and their habitats
<ul style="list-style-type: none"> • Learn about the life cycles of animals • Compare adult animals to their babies • Observe how baby animals change over time <ul style="list-style-type: none"> • Grow plants 			<ul style="list-style-type: none"> • Explore the surrounding natural environment • Explore natural objects from the surrounding environment



Curriculum Overview **Reception: Seasons and Weather** – taught across the year.

<p style="text-align: center;">Humans</p>	<p style="text-align: center;">Sound</p>	<p style="text-align: center;">Animals – Hibernation and Migration</p>	
<ul style="list-style-type: none"> • Describe people who are familiar to them • Learn about how to take care of themselves <ul style="list-style-type: none"> • Senses – exploring the senses 	<ul style="list-style-type: none"> • Listen to sounds outside and identify the source <ul style="list-style-type: none"> • Make sounds 	<ul style="list-style-type: none"> • Name and describe animals that live in different habitats. <ul style="list-style-type: none"> • Describe different habitats 	
<p style="text-align: center;">Changes: Melting and Freezing</p>		<p style="text-align: center;">Materials – Light/ Shadows and Clothing</p>	<p style="text-align: center;">Earth and Space</p>
<ul style="list-style-type: none"> • Explore a range of materials, including natural materials • Make objects from different materials, including natural materials • Observe, measure and record how materials change when heated and cooled • Compare how materials change over time and in different conditions 		<ul style="list-style-type: none"> • Explore shadows • Explore rainbows 	<ul style="list-style-type: none"> • Learn about the Solar System and stars • Learn about space travel
<p style="text-align: center;">Living things and their habitats</p>			<p style="text-align: center;">Forces</p>
<ul style="list-style-type: none"> • Explore the plants in the surrounding natural environment • Explore the animals in the surrounding natural environment • Explore plants and animals in a contrasting natural environment 			<ul style="list-style-type: none"> • Explore how to change how things work • Explore how the wind can move objects • Explore how objects move in water



	Animals including Humans
Seasonal Changes	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p style="text-align: center;"><i>Identify, Group and Classify, Pattern Seeking, Research</i></p>
	Everyday Materials
Seasonal Changes	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p style="text-align: center;"><i>Identify, Group and Classify, , Comparative and fair testing</i></p>
	Plants
Seasonal Changes	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p style="text-align: center;"><i>Identify, Group and Classify, Observation over time, Comparative and fair testing, Research</i></p>



Curriculum Overview **Year 2:** Plants covered throughout the year to allow various observations.

Use of Everyday Materials	Animals Including Humans
<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Identify, Group and Classify, Comparative and fair testing, Problem Solving</p>	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Identify, Group and Classify, Observation over time, Research</p>
Animals Including Humans	Living things and their habitats
<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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 <p>Identify, Group and Classify, Research</p>
Plants	
<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>(Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.)</p> <p>Identify, Group and Classify, Observation over time, Comparative and fair testing</p>	



Rocks	Forces and Magnets
<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of 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. <p>Identify, Group and Classify, Observation over time, Comparative and fair testing, Research</p>	<p>Compare how things move on different surfaces.</p> <ul style="list-style-type: none"> • 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. <p>Identify, Group and Classify, Comparative and fair testing, Research</p>
Light	Animals Including Humans
<ul style="list-style-type: none"> • 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 an opaque object. • Find patterns in the way that the size of shadows change. <p>Identify, Group and Classify, Observation over time, Comparative and fair testing</p>	<ul style="list-style-type: none"> • 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. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Identify, Group and Classify, Comparative and fair testing, Research, Pattern Seeking</p>
Plants	
<p>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.</p> <ul style="list-style-type: none"> • 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. <p>Identify, Group and Classify, Observation over time, Comparative and fair testing, Research</p>	



Curriculum Overview **Year 4**

<p>Electricity</p>	<p>States of Matter</p>
<ul style="list-style-type: none"> • 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 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. <p>Identify, Group and Classify, Comparative and fair testing, Research, Problem Solving</p>	<ul style="list-style-type: none"> • 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. <p>Identify, Group and Classify, Observation over time, Comparative and fair testing, Research</p>
<p>Living things and their habitats</p>	<p>Animals Including Humans</p>
<ul style="list-style-type: none"> • 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. <p>Identify, Group and Classify, Research</p>	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey (Ties into Living things and their habitats). <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. <ul style="list-style-type: none"> • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey (Ties into Living things and their habitats). <p>Identify, Group and Classify, Observation over time, Comparative and fair testing, Research</p>
<p>Sound</p>	
<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Recognise that sounds get fainter as the distance from the sound source increases. <p>Comparative and fair testing, Research, Pattern Seeking</p>	