

Lyminster Primary School's Science Curriculum

| | Reception | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-----------------|---|--|--|---|--|--|---|
| AUTUMN 1 | <p>Identify and name a range of common animals including fish, birds, insects, amphibians, mammals and reptiles. Group animals according to what they eat. Identify carnivores, herbivores and omnivores. Describe and compare the structure of a range of common animals including fish, birds, insects, amphibians, mammals and reptiles. Sort and classify Ask simple questions Use simple equipment to observe closely.</p> | <p>Identify and name a range of common animals including fish, birds, insects, amphibians, mammals and reptiles. Group animals according to what they eat. Identify carnivores, herbivores and omnivores. Describe and compare the structure of a range of common animals including fish, birds, insects, amphibians, mammals and reptiles. Sort and classify Ask simple questions Use simple equipment to observe closely. Explore the human body and our super senses.</p> | <p>Cycle A Materials and their uses</p> <p>Cycle B Animals, including humans</p> <p>Cycle C</p> | <p>Cycle A Rocks and Fossils</p> <p>Cycle B Animals, including humans</p> <p>Cycle C</p> | <p>Cycle A Animals, including humans</p> <p>Cycle B Animals, including humans</p> <p>Cycle C</p> | <p>Cycle A Properties and Changes of Materials</p> <p>Cycle B Earth and Space</p> | <p>Cycle A Evolution and Inheritance</p> <p>Cycle B Evolution and Inheritance</p> |
| AUTUMN 2 | <p>Distinguish between an object and the material it is made from. Identify and name everyday materials including wood, plastic, metal etc. Describe the simple physical properties of a variety of everyday materials. Sort and classify Use observations and ideas to suggest answers to simple questions.</p> | <p>Distinguish between an object and the material it is made from. Identify and name everyday materials including wood, plastic, metal etc. Describe the simple physical properties of a variety of everyday materials. Sort and classify Use observations and ideas to suggest answers to simple questions.</p> | <p>Cycle A Animals, including humans</p> <p>Cycle B</p> <p>Cycle C Materials and their uses</p> | <p>Cycle A Animals, including humans</p> <p>Cycle B</p> <p>Cycle C Rocks and fossils</p> | <p>Cycle A Electricity</p> <p>Cycle B Living things and their habitats</p> <p>Cycle C States of matter</p> | <p>Cycle A Forces</p> <p>Cycle B Forces</p> | <p>Cycle A Electricity</p> <p>Cycle B Light</p> |
| SPRING 1 | <p>Observe and describe weather associated with the seasons. Ask simple questions and recognise they can be answered in different ways.</p> | <p>Observe and describe weather associated with the seasons. Ask simple questions and recognise they can be answered in different ways.</p> | <p>Cycle A</p> <p>Cycle B Plants</p> <p>Cycle C</p> | <p>Cycle A forces</p> <p>Cycle B Rock and Fossils</p> <p>Cycle C Light and shadows</p> | <p>Cycle A States of Matter</p> <p>Cycle B States of Matter</p> <p>Cycle C Living things and their habitats</p> | <p>Cycle A Earth and Space</p> <p>Cycle B Materials</p> | <p>Cycle A Light</p> <p>Cycle B Electricity</p> |
| SPRING 2 | <p>Use observations and ideas to suggest answers to simple questions. Identify and classify. Use simple equipment to observe closely.</p> | <p>Use observations and ideas to suggest answers to simple questions. Identify and classify. Use simple equipment to observe closely. Explore outer space.</p> | <p>Cycle A</p> <p>Cycle B Plants</p> <p>Cycle C</p> | <p>Cycle A Light and shadows</p> <p>Cycle B Forces</p> <p>Cycle C forces</p> | <p>Cycle A</p> <p>Cycle B Electricity</p> <p>Cycle C sound</p> | <p>Cycle A Habitats</p> <p>Cycle B Time to cover what still needed /working scientifically focus/ assessment</p> | <p>Cycle A Habitats</p> <p>Cycle B Living Things (classification)</p> |

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|-----------------|--|--|--|--|--|---|--|
| | Ask simple questions and recognise they can be answered in different ways. | Ask simple questions and recognise they can be answered in different ways. | | | | | |
| SUMMER 1 | Gather and record data to help in answering questions. Perform simple tests. Use simple equipment to observe closely. | Gather and record data to help in answering questions. Perform simple tests. Use simple equipment to observe closely. | Cycle A Cycle B Cycle C | Cycle A Cycle B Cycle C Light and shadow plants | Cycle A Sound Cycle B sound Cycle C Electricity | Cycle A Animals, including humans Cycle B Living Things and their habitats | Cycle A Cycle B Animals, including humans |
| SUMMER 2 | Identify and describe the basic parts of a flowering plant including trees. Identify and name common garden and wild flowers including deciduous and evergreen trees. Gather and record data to help in answering questions. | Identify and describe the basic parts of a flowering plant including trees. Identify and name common garden and wild flowers including deciduous and evergreen trees. Gather and record data to help in answering questions. | Cycle A Plants Cycle B Cycle C Animals, including humans | Cycle A Plants Cycle B plants Cycle C Animals, including humans | Cycle A Living Things and their habitats Cycle B Cycle C Animals, including humans | Cycle A Cycle B Animals, including humans | Cycle A Cycle B Gap filling / assessments / working scientifically |