Southfields Primary School
Science Curriculum Planning 2023/2024

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Animal habitats links to forest animals	Animals including humans	Animals, including humans	Rocks	Animals, including humans	Earth and Space	Living things and their habitats
2	Life Education Bus link to thinking about our senses and body parts	Animals	Plants	Forces and Magnets TAPS Assessment:	Living Things and their habitats		Evolution and Inheritance
Spring 1	Effects of different modes of transport on the environment	Everyday Materials	Use of everyday materials	Plants TAPS Assessment:	Living things and their habitats	Properties and changes of materials	Light
2	Life cycles links to farm animals	Seasonal changes			Sound	Forces	
Summer 1	Comparing environments link to the beach Pollution and caring	Plants	Living things and their habitats	Light TAPS Assessment:	States of matter	Living things and their habitats	Electricity
2	Under sea life and their habitats (Sealife centre visit) Pollution and caring			Animals Including Humans TAPS Assessment:	Electricity	Animal including humans	Animals Including Humans
Notes:	Growing runs throughout with Mr Aldous and or reception garden animals, food, forces, , health and safety, insects, machines, materials, our body, plants, space, the beach, the senses, weather and seasons	Certain seasonal changes objectives are taught in various stages of the academic year.	Certain plants objectives are taught in various stages of the academic year.				

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Working Scientifically Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning /predicting 	Being curious and starting to ask questions about the world - how/what/why	asking simple questions and recognising that they can be answered in different ways	asking simple questions and recognising that they can be answered in different ways	asking relevant questions and using different types of scientific enquiries to answer them	asking relevant questions and using different types of scientific enquiries to answer them	should use their science experiences to: explore ideas and raise different kinds of questions using different types of scientific enquiries to answer them	should use their science experiences to: explore ideas and raise different kinds of questions using different types of scientific enquiries to answer them
Observing 	using senses to observe and look closely Looking closely at things and noticing changes	observing closely, using simple equipment Looking for patterns - sorting and grouping	observing closely, using simple equipment Looking for patterns - sorting and grouping	making systematic and careful observations looking for patterns - identifying and classifying	making systematic and careful observations looking for patterns - identifying and classifying	making systematic and careful observations Using and developing keys to identify and classify living things and materials	making systematic and careful observations Using and developing keys to identify and classify living things and materials
Investigating and experimenting 	performing simple tests and using equipment	performing simple tests and using equipment Using books, videos, the internet, people and photos to find answers	performing simple tests and using equipment saying why a test is unfair Using books, videos, the internet, people and photos to find answers	setting up simple practical enquiries, comparative and fair tests(with help) choosing equipment recognising when to use other sources of information to find answers	setting up simple practical enquiries, comparative and fair tests (with help) choosing equipment recognising when to use other sources of information to find answers	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Recognising when to use other sources to answer questions and separating opinion from fact	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Recognising when to use other sources to answer questions and separating opinion from fact
Estimating and measuring 	Finding things that are similar or different Sorting and matching things	observing and measuring	observing and measuring	where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

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	counting in simple measurements						calculating a mean
Analysing Recording and communicating 	Making simple records of what I notice or how things change	identifying and classifying gathering and recording data to help in answering questions	identifying and classifying gathering and recording data to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled Venn and Carroll diagrams, keys, bar charts, and tables	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled Venn and Carroll diagrams, keys, bar charts, and tables	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Evaluating 	Talking about what I have done and noticed	using their observations and ideas to suggest answers to questions explaining results - saying what we found out	using their observations and ideas to suggest answers to questions explaining results - saying what we found out	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings	Using scientific language to draw conclusions evaluating plans and results and suggesting improvements identifying scientific evidence that has been used to support or refute ideas or arguments.	Using scientific language to draw conclusions evaluating plans and results and suggesting improvements identifying scientific evidence that has been used to support or refute ideas or arguments.

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Chemistry Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Comparing materials Identifying materials	Changing shape Uses of materials	Rocks and Soils	Changes of state	Separating mixtures Types of change Materials	

Physics Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Changing seasons		Light and shadows Magnets and forces	Electricity Sound	Forces	Light Electricity - Changing Circuits Sound

Biology Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Types of animals Parts of animals (including humans) Plants - identifying and structure	Habitats Living Things - properties Growing Plants	Movement and feeding (including humans) How plants survive and parts of a plant - structure and function	Teeth and Digestion - Human Nutrition Living Things - Grouping and Dangers	Life cycles of animals. Life cycles and reproduction of plants. Changes in Humans	Our bodies (circulation, healthy living and transport of nutrients) Evolution and inheritance Classifying Living Things

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