

SCIENCE Overview 2025-2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Within the Early Years curriculum there are seven areas of learning and development, split into ‘Prime’ and ‘Specific’ strands. Science is not taught as a subject however it is included within the specific area of “Understanding the World”. The following boxes indicate the focus of the “Understanding the World” curriculum stream throughout the year which Science and key scientific skills will be weaved into.					
	All About Me Children will begin to use their senses in hands on exploration of natural materials, for example by going on nature walks around the school and observing leaves, trees and weather.		People Who Help Us Children focus on different jobs within our community and around the world, including famous people who have had an impact on our world. Children will continue to explore the natural world including seasons and commenting on what they can hear, see and feel during each season. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”		The Garden and Beyond Children will be looking at similarities and differences between the natural world and contrasting environments around them. They will look at changing states of matter and begin to make observations and drawings of pictures and animals. Children will begin to look at life cycles of animals and plants and will discuss important topics such as looking after our planet.	
Year 1	Seasonal changes – weather and its changes. Seasonal changes across the year. Children also begin to look at plants changing with the seasons, such as deciduous trees.	Everyday Materials – Distinguish between an object and the material it’s made from. Identify and name a variety of everyday materials. Language to describe materials and their properties. Group materials due to their properties.	Animals including humans – identify, name and describe a variety of common animals including mammals, reptiles, amphibians, fish and birds. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.	Animals including humans (contd) - identifying our different senses. Sound and Hearing – what they can hear - words to describe sounds. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”	Plants – Identify and name a variety of common wild and garden including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasonal changes – weather and its changes. Seasonal changes across the year
Year 2	Living things and their habitats – explore things living	Living things and their habitats – Understanding how animals adapt to survive.	Animals including humans – have offspring which grow into adults.	Everyday Materials and their uses – suitability of materials.	Plants – seeds and bulbs growing into mature plants. What	Plants (continued) - Parts of a plant and their purpose, the

	and dead as well as things that have never been alive. Local Habitats e.g.: woods, ponds, coast – what a habitat provides and why they are different.	Simple food chains.	Basic needs of animals to survive. Importance of exercise, food and hygiene.	How materials can change shape through pushing, pulling, twisting etc. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”	plants need to survive and stay healthy.	lifecycle of plants - germination. Observation of seeds growing into plants.
Year 3	Animals including humans – nutrition, diet and skeleton. Uses of the skeleton and how animals and humans can’t make their own food.	Animals including humans – nutrition, diet and skeleton. Uses of the skeleton and how animals and humans can’t make their own food.	Light – need to see things and dark is due to the absence of light. Light is reflected from some surfaces. Light from the sun can be dangerous to our eyes. Shadows formed when part of the light is blocked by an opaque object. Language – transparent, translucent, opaque. Patterns in size of shadow changing.	Forces and Magnets – how things move on different surfaces. Some forces need contact with 2 objects. Compare and group variety of everyday materials. Magnets having two poles. Predict whether magnets attract or propel. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”	Rocks and soils – compare and group rocks from their appearance and properties. How are fossils formed. Soils made from rocks and organic matter.	Plants – identifying parts of a plant. What plants need to survive MRS NERG. How water is transported through the plant. Pollination and life cycle of a plant. Living Things , related to comparing and grouping sea life and rocks seen in their school trip to Eastbourne.
Year 4	Living things and their habitats – living things grouped in a variety of ways. Using classification keys. Changes of environments can change – danger to some living things.	States of matter – group and compare materials – solids, liquids and gases. Changing of materials when heated/cooled. Temperature – degrees Celsius. Water cycle – evaporation/condensation/link with temperature.	Electricity – circuits and switches. Common appliances run on electricity. Construct simple circuits and name basic parts. Identify circuits that will not work and why. Switches and that they can open and	Animals including Humans – teeth, digestion/function of a digestive system. Identify types of teeth and their functions. Food chain – producers, predators and prey.	Sound – how sounds are made. Vibrations – sound vibration travel through the ear. Pitch, Volume, Distance and sounds.	Living things and their habitats – Revisiting earlier work and looking at Pond Ecosystems.

			close a circuit. Common conductors and insulators.	STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”		
Year 5	Living things and their habitats - Differences in life cycles of different animal groups. Life processes and reproduction in some plants and animals.	Earth and Space – movement of the earth and planets relative to the sun. Movement of the moon relative to the Earth. Earth, moon and sun as spherical bodies.	Forces – unsupported objects fall to earth due to gravity. Air resistance, water resistance and friction between surfaces.	Properties and Changing Materials - Compare and group materials through their properties. Some materials dissolve to form a solution. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”	STEM – Viking Science (Cross Curricular Link)	Animals Including Humans – describing the changes that occur as humans develop to old age. Also considering the life expectancies and gestation periods of different animals (and looking for any patterns in these).
Year 6	Light – appears to travel in straight lines. Light is reflected onto the eye. Explain why we see things – light travelling from the light sources. Shadows having the same shape as the objects casting them.	Electricity – to explain what a parallel circuit is. To associate the number or voltage of cells (batteries) in a circuit with the brightness of a bulb or the volume of a buzzer. Compare how components in electrical circuits function. Use recognised symbols in simple circuit diagrams.	Living things and their habitats - Living things are classified into broad groups according to common characteristics and based on similarities and differences, including micro-organisms, plants and animals. Reasons for classifying plants and animals.	Animals including humans – human circularity system. Function of the heart, blood vessels, blood. Impact of diet, drugs, lifestyle on way body functions. Describe how water and nutrients are transported through animals and humans. STEM DAY during British Science Week – Theme “Curiosity: What’s your question?”	Evolution and Inheritance - Living things change over time. Fossils provide information on living things. Living things provide offspring. Offspring vary and are not identical to their parents. How can animals and plants adapt to their environment and how this leads to evolution.	Animals including Humans – (Circulation revisited and continued) Impact of diet, drugs, lifestyle on way body functions. Properties and Changes of Materials – Reversible and Irreversible reactions (year 5 consolidation)