St Andrew's Church of England Primary School

(Science) 2026-2027

	Autumn Term		Spring Term		Summer Term	
Year 1	**Animals Including Humans** • Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds, mammals. • Identifying carnivores, herbivores and omnivores. • Identifying the basic parts of the human body and saying which part of the body is associated	**Seasonal Changes** • Observing changes across the four seasons. • Observing and describing weather associated with the seasons and how day length changes.	**Plants** • Identifying and describing the basic structure of a variety of common flowering plants including trees. • Identifying and naming a variety of common wild and garden plants including deciduous and evergreen trees.	**Materials** • Distinguishing between an object and the material from which it is made. • Identifying and naming a variety of everyday materials including wood, plastic, glass, metal, water and rock. • Describing the simple properties of a variety of everyday materials. • Comparing and grouping together a	**Materials Extension Unit** • Distinguishing between an object and the material from which it is made. • Identifying and naming a variety of everyday materials including wood, plastic, glass, metal, water and rock. • Describing the simple properties of a variety of everyday materials.	**Famous Scientist Study** David Attenborough

	with each sense.			variety of everyday materials on the basis of their simple properties.	• Comparing and grouping together a variety of everyday materials on the basis of their simple properties.	
Year 2	**Animals Including Humans** • Understanding that animals including humans have offspring which grow into adults. • Describing the basic needs of animals including humans for survival. • Describing the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	**Materials** • Naming an object, saying what material it is made from, identifying properties and making a link between property and use.	**Living Things and Their Habitats** • Exploring and comparing the differences between things that are living, dead and things that have never been alive • Identifying most living things live in habitats to which they are suited and describing how different habitats provide for basic needs of different kinds of animals	**Plants** • Observing and describing how seeds and bulbs grow into mature plants. • Finding and describing how plants need water, light and a suitable temperature to grow and stay healthy.	**Plants** • Observing and describing how seeds and bulbs grow into mature plants. • Finding and describing how plants need water, light and a suitable temperature to grow and stay healthy.	**Famous Scientist Study** Florence Nightingale

			and plants and how the depend on each other. • Identifying and naming a variety of plants and animals in their habitat, including microhabitats. • Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain and identifying and naming different sources of food.			
Year 3	**Animals Including Humans** • Identifying that humans and some other animals have	**Light** • Recognising we need light in order to see things and that dark is	**Rocks** • Comparing and grouping together different kinds of rocks on the basis of	**Plants** • Identifying and describing the functions of different parts of a flowering plant.	**Forces and Magnets** • Comparing how things move on different surfaces.	**Famous Scientist Study** Mary Anning

	skeletons and muscles for support, protection and movement. • Identifying 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.	the absence of light • Recognising light is reflected from surfaces. • Recognising that light from the sun can be dangerous and that there are ways to protect your eyes. • Recognising that shadows are formed when light from a source is blocked by an opaque object. • Finding patterns in the way that the shadows change.	their appearance and simple physical properties. • Describing in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognising that soils are made from rock and organic matter.	• Exploring the requirements of plant life and growth. • Investigating the way in which water is transported within plants. • Exploring the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal.	• Noticing that some forces need contact between two objects, but magnetic forces can act at a distance. • Observing how magnets attract or repel each other and attract some materials and not others. • Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. • Describing magnets as having two poles.	

					• Predicting whether two magnets will attract or repel each other, depending on which poles are facing.	
Year 4	**Living Things and Their Habitats** • Recognising that living things can be grouped in a variety of ways. • Exploring and using classification keys to help group. • Identifying and naming a variety of living things in the environment. • Recognising that environments can change and this can sometimes pose dangers	**Animals Including Humans** • Describing the simple functions of the digestive system in humans. • Identifying different teeth in humans and naming their functions. • Understanding how to keep teeth healthy • Identifying and comparing teeth of carnivores, herbivores and omnivores.	**States of Matter** • Comparing and grouping materials together, according to whether they are solids, liquids or gases • Observing that some materials change state when they are heated or cooled, and measuring or researching the temperature at which this happens in degrees Celsius	**Sound** • Identifying how sounds are made, associating some of them with something vibrating. • Recognising that vibrations from sounds travel through a medium to the ear. (String phones). • Finding patterns between the pitch of a sound and features of the object that produced it. • Finding patterns	Electricity • Identifying common appliances that run on electricity. • Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identifying whether or not a lamp will light in a simple series	**Famous Scientist Study** Jane Goodall

	to living things.	• Constructing and interpreting a variety of food chains identifying producers, predators and prey by examining animal faeces (poo). • Identifying animal habitats in the locality and observing what they eat.	• Identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	between the volume of a sound and the strength of the vibrations that produced it. • Recognising that sound gets fainter as the distance from the sound source increases	circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognising that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit • Recognising some common conductors and insulators, and associating metals with being good conductors.	
Year 5/6	**Animals Including Humans** • Identifying the main parts of	**Light** • Recognising that light appears to	**Evolution and Inheritance** • Recognising that living	**Living Things and Their Habitats** • Describing how living things are	**Electricity** • Comparing and giving reasons for	**Famous Scientist Study**

	the human circulatory system and describing the function of the heart, blood vessels and blood. • Describing the ways in which nutrients and water and transported within animals including humans. • Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	travel in straight lines. • Using the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explaining that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Using the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognising that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identifying how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals • Giving reasons for classifying plants and animals based on specific characteristics.	variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Using recognised symbols when representing a simple circuit in a diagram.	William Harvey