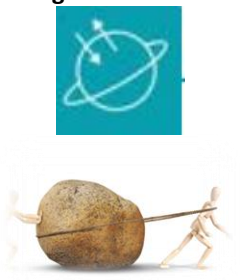
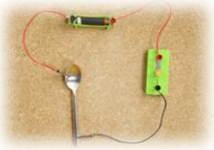
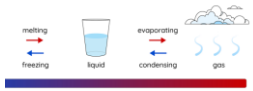
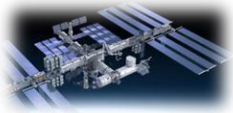
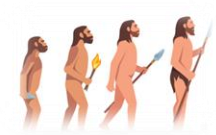
Yearly Overview of Science 2025/2026

		Au1	Au2	Sp1	Sp2	Su1	Su2
Believe	EYFS (YR)	**Animal Adventures**  Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.					
	YEAR 1	**Forces and space: Seasonal changes**   Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.	**Materials: Everyday materials**   Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.	**Animals: Sensitive bodies**   Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.	**Animals: Comparing animals**   Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.	**Plants: Introduction to plants**   Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts.	**Making connections: Investigating science through stories**   Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet.
	YEAR 2	**Living things: Habitats**	**Living things: Microhabitats**	**Materials: Uses of everyday materials**	**Animals: Life cycles and health**	**Plants: Plant growth**	**Making connections: Plant-based materials**

		 Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They name plants and animals in a range of habitats and recognise how living things depend on each other. Pupils create food chains to show the sequence that living things eat each other.	 Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.	 Recognising that materials are suitable for specific purposes and understanding their properties, exploring how actions such as stretching and bending affect the shape of solid objects and comparing the suitability of materials by carrying out tests and recording data.	 Identifying and describing the different stages of animal life cycles, including that of humans, recording and interpreting data to show growth in humans and explaining how to keep healthy.	 Carrying out comparative tests, pupils discover the conditions required for seed germination. They use rulers to measure stem height and record data in a results table. Through practical investigation, pupils learn that plants need water, light and a suitable temperature to grow and stay healthy.	 Children identify ways to reduce, reuse and recycle and draw on their knowledge of properties to invent unusual and creative uses for old objects. They discover some natural materials are derived from plants and look at the processes involved in making paper. Using their observational skills, they conduct simple tests to choose the most suitable material for making homemade plant pots, venturing outdoors to find natural materials to decorate them.
Aspire	**YEAR 3**	**Animals: Movement and nutrition**  Studying the human skeleton, children identify key bones and explore how muscle changes result in movement. They learn about how the body uses energy, what constitutes a balanced diet in	**Forces and space: Forces and magnets**  By investigating motion on different surfaces, children learn about friction and compare its uses and disadvantages. They broaden their experience in working scientifically as they	**Materials: Rocks and soil**  Observing the appearance and physical properties of rocks, children compare and group different rock samples. They learn about how fossils and soils are formed and record soil drainage rates in a bar chart.	**Energy: Light and shadows**  Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation and explore how shadows can	**Plants: Plant reproduction**  Explaining how plants reproduce in the context of the life cycle of a flowering plant, gathering data on plant growth and investigating the structure	**Making connections: Does hand span affect grip strength?**  Exploring the relationship between hand span and grip strength through scientific enquiry. They apply their understanding

		humans and how research contributes to nutritionist expertise.	investigate contact and non-contact forces. Pupils explore the properties of different magnets and apply this to understand their uses.		be used to entertain in the arts, creating shadow puppets to recount how different people work or experiment with light.	and function of the parts of a flowering plant.	of friction to make predictions and plan and carry out an enquiry.
	YEAR 4	**Animals: Digestion and food**   Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth and investigate factors that impact our dental health. They compare human teeth to other animals' and take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	**Energy: Electricity and circuits**   Exploring appliances in their setting that use electricity, children learn how to work with electricity safely and build circuits. Pupils investigate electrical conductors and insulators and explore the relationship between the number of cells and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety.	**Materials: States of matter**   By investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.	**Energy: Sound and vibrations**   Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. Pupils explore how pitch and volume can be altered and how sound can be insulated using different materials.	**Living things: Classification and changing habitats**   Children explore different ways living things can be grouped and make classification keys. They study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings.	**Making connections: How does the flow of liquids compare?**   The children explore the relationship between viscosity and the flow of liquids through experiments, data analysis and drawing conclusions. They apply their understanding of states of matter to make predictions and plan and carry out an enquiry.
Achieve	**YEAR 5**	**Materials: Mixtures and separation**   Pupils explore different types of mixtures and the different methods that can be used to	**Materials: Properties and changes**   Broadening their experience of the properties of materials, children investigate hardness,	**Forces and space: Earth and space**   Children explore the movement of the celestial bodies in our Solar System, including the Earth and	**Living things: Life cycles and reproduction**   Comparing the life cycles of plants, mammals, birds, amphibians and insects.	**Forces and space: Unbalanced forces**   Building on their knowledge of contact and non-contact forces,	**Animals: Human timeline** **Studying human**   Studying human development and changes, children identify key stages

		separate them. They dissolve a range of substances, identify different solutions and investigate how temperature affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.	transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	other planets and the Moon. They discover how the rotation of the Earth causes night and day and how sundials work. Pupils find out about the uses of satellites and the problem with space junk.	Investigating asexual reproduction in plants and comparing sexual and asexual reproduction.	children explore gravity, friction, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans. **Making connections: Does the size of an asteroid affect the diameter of its impact crater?**   Children explore the relationship between the size of model asteroids and the diameter of the impact crater they create through experiments, data analysis, and drawing conclusions. They apply their understanding of gravity, air resistance and the Earth and space to make predictions and plan and carry out an enquiry.
	YEAR 6	**Living things: Classifying big and small** 	**Energy: Light and reflection** 	**Living things: Evolution and inheritance** 	**Energy: Circuits, batteries and switches** 	**Animals: Circulation and health** 	**Making connections: Are some sunglasses safer than others?** 

		 Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.	 Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit.	 Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.	 Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.	 Studying the human circulatory system, children learn about the role of the heart, blood and blood vessels and use models to demonstrate their function. They explore how lifestyle choices affect our health and use secondary sources to advise patients. Pupils devise their own investigation to look at the relationship between exercise and heart rate, applying their knowledge of variables and then analysing secondary data to understand fitness better.	 Exploring sun safety, children investigate the efficacy of different sunglasses. They devise enquiries to test light and UV transmission of the lenses to form a conclusion about which sunglasses are best. The children summarise their findings through presentations and advertisements.

