Science curriculum coverage EYFS- Year 6 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication & language		PSED	Understanding the world		Expressive art and design
FS1 **ECO- growing fruit**	Select and use activities and resources, with help when needed Talk about the differences between materials and changes they notice	use all your sense and hands-on exploration of natural materials explore collections of materials with similar and/or different properties talk about what they see, using a wide range of vocabulary understand the key features of the life cycle of a plant and an animal explore different natural materials freely, in order to develop their ideas about how to use them and what to make develop their own ideas and then	plant seeds and care for growing plants explore and talk about different forces they can feel	explore collections of materials with similar and/or different properties talk about what they see, using a wide vocabulary use all your senses in hands-on exploration of natural materials understand the key features of the life cycle of a plant and an animal draw with increasing complexity and detail, such as representing a face with a circle and including details	Plant seeds and care for growing plants begin to understand the need to respect and care for the natural environment and all living things join different materials and explore different textures	explore collections of materials with similar and/or different properties talk about what they see, using a wide vocabulary use all your senses in hands-on exploration of natural materials begin to understand the need to respect and care for the natural environment and all living things join different materials and explore different textures

		decide which materials to use to express them				
FS2 **ECO- growing fruit**	Learning new vocabulary Using vocabulary throughout the day	learn new vocabulary use new vocabulary throughout the day understand the effect of changing seasons on the natural world around them	learn new vocabulary use new vocabulary throughout the day Understand the effects of the changing season on the natural world around them	learn new vocabulary use new vocabulary throughout the day show resilience and perseverance in the fact of a challenge explore the natural world around them describe what they see, hear and feel whilst outside understand the effect of changing seasons on the natural world around them Return to and build on their previous learning, refining ideas and developing their ability to represent them	learn new vocabulary use new vocabulary throughout the day explore the natural world around them describe what they see, hear and feel whilst outside	learn new vocabulary use new vocabulary throughout the day explore the natural world around them describe what they see, hear and feel whilst outside
KS1 working scientifically	• asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests					

	• identifying and classifying • using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions			
Year 1	Plants (biology) Deciduous and evergreen trees		Animals including humans (biology) Plants (biology) Wild and garden flowers	Plants (biology) Structure of flowering plants ECO- growing flowers Everyday materials (chemistry)
	Season changes (physics) **TO BE TAUGHT THROUGHOUT THE YEAR** Autumn/winter – Autumn term Winter/spring- Spring term Summer- summer term			
Year 2	Animals including humans (biology)		Everyday materials (chemistry)	Living things and their habitats (biology) ECO- climate change awareness
	Plants (biology) ECO- growing herbs and vegetables **To be taught throughout year** Germination- Spring term seeds and bulbs- Autumn term and Summer term Observing plants- All year			
Lower KS2 working scientifically	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.			
Year 3	Rocks (physics)	Light (physics)	Animals including humans (skeletons and muscles) (biology)	Forces and magnets (physics)

			ECO- exploring vegetarian/vegan diets		
	Plants (biology) **TO BE TAUGHT THROUGHOUT YEAR** Seed dispersal- Autumn term Pollination- Spring term Seed formation- Summer term				
Year 4	States of matter (chemistry)	Living things and their habitats (biology)	Sound (physics)	Electricity (physics) ECO- ways of saving energy	Animals including humans (digestive system) (biology)
Upper KS2 working scientifically	• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments				
Year 5	Forces	Earth, Sun, Moon (physics)	Properties and changes of materials (chemistry)	Animals including humans	Living things and their habitats (biology)
Year 6	Light (physics)	Livings things and their habitats (classification) (biology)	Evolution and inheritance (biology)	Electricity (physics) ECO- monitoring energy saving methods	Animals including humans (circulatory system) (biology)