



**Curriculum *Subject* Coverage – Deerhurst Church of England
School - Subject Science**

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
R	<p>ALL ONGOING THROUGHOUT THE YEAR</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <ul style="list-style-type: none"> 					
Y1 Y2	Animals including humans. Animal classification. (Yr 1 and 2)	Light (yr 1) Sound (yr 2)	Seasonal changes (yr 1) Friction (yr 2)	Everyday materials (Yr 1) Use of everyday materials (Yr2)	Plants (yr1 and yr 2) Sound	Animals including humans (yr1 Continued) All living things and their habitats (yr 2)
Y3 Y4	Electricity (Y4)	Changing Materials- Liquids, solids and gases (Y4)	Sound (Y4)	Light and Shadow (Y3)	Green Plants (Y3/4)	Forces, magnets and springs (Y3)
Y5 Y6	<u>Light</u> Pupils should be taught to: <ul style="list-style-type: none"> Understand 	<u>Electricity</u> Pupils should be taught to: <ul style="list-style-type: none"> Associate the 	<u>All Living Things</u> Pupils should be taught to: <ul style="list-style-type: none"> Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird 			<u>Earth and Space</u> Pupils should be taught to: <ul style="list-style-type: none"> Describe the



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	<p>that light appears to travel in straight lines</p> <ul style="list-style-type: none"> • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the object 	<p>brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram <p><i>Switched On Science: Electrifying</i></p>	<ul style="list-style-type: none"> • Describe the life processes of reproduction in some plants and animals <p><i>Switched On Science: Circle of Life</i></p> <p><u>Animals, Including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop from birth to old age <p><i>Switched On Science: Growing Up and Growing Old</i></p> <p><u>Evolution and Inheritance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p><i>Switched On Science: We're Evolving</i></p>		<p>movement of the Earth, and other planets, relative to the sun in the solar system</p> <ul style="list-style-type: none"> • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of Earth's rotation to explain day and night <p><i>Switched On Science: Out of This World</i></p>
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	that cast them, and to predict the size of shadows when the position of the light source changes <i>Switched On</i> <i>Science: Let It</i> <i>Shine</i>				
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