



Curriculum *Subject* Coverage – Deerhurst and Apperley C of E Primary School - Science - Statutory

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
R	Senses, our bodies and bones Light sources/shadows The Sun		How we change as we grow Planting and growing –here we grow! From egg to chick experience Weather watching/recording Mini beast hotels and hunts		Different environments around the world Jungle/safari	
Y1 Y2	<u>Animals including humans.</u> Animals, including humans (yr1) -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates -Identify and name a variety of common animals that are	<u>Animals including humans.</u> Animals, including humans (yr1) -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) -Identify, name, draw and label the	<u>Everyday materials (Yr 1)</u> <u>Use of everyday materials (Yr2)</u> Everyday materials (yr1) -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple	<u>Materials Cont. (yr1)</u> <u>All living things and their habitats (Yr 2)</u> Everyday materials (yr1) (link to habitats for yr 2 too) -Describe the simple physical properties of a variety of everyday materials Living things and their habitats (yr2) -Identify that most living things live in habitats to which they are suited	<u>Seasonal change and weather (yr1)</u> <u>All living things and their habitats (yr 2)</u> Seasonal changes (yr1) -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.	<u>Plants (yr1 and yr 2)</u> Plants (yr1) -Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen -Identify and describe the basic structure of a variety of



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	<p>carnivores, herbivores and omnivores</p> <p>Animals, including humans (yr2) -Notice that animals, including humans, have offspring which grow into adults</p> <p>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Animals, including humans (yr2) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>physical properties of a variety of everyday materials</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Uses of everyday materials (yr2) -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Living things and their habitats (yr2) -Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>common flowering plants, including trees.</p> <p>Plants (yr2) -Observe and describe how seeds and bulbs grow into mature plants</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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<p>Y3 Y4</p>	<p><u>States of matter(yr4)</u></p> <ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Animals including humans(yr4)</u></p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey 	<p><u>Rocks(yr3)</u></p> <ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. 	<p><u>Animals including humans (yr3)</u></p> <ul style="list-style-type: none"> ▪ identify 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 ▪ identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p><u>Animals including humans (yr3)</u></p> <ul style="list-style-type: none"> ▪ identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> ▪ identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups ▪ recognise that environments can change and that this can sometimes pose dangers to living things.
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<p>Y5 Y6</p>	<p><u>Earth and Space</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the sun in the solar system • 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>	<p><u>Forces</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs <p><i>Switched On</i></p>	<p><u>Properties and Changes of Materials</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Understand that some materials will dissolve in liquids to form a solution and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p><i>Switched On Science: Material World</i></p>	<p><u>Animals including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the way in which nutrients and water are transported within animals, including humans <p><i>Switched On Science: Staying Alive</i></p>
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		<i>Science: Let's Get Moving</i>		
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