



Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School - Science – Statutory 2019-20

| Year Group | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SU 1 | SU 2 |
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| R | <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | | | | | |
| Y1 Y2 | <p><u>Animals including humans.</u></p> <p>Animals, including humans (yr1) -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> | <p><u>Animals including humans.</u></p> <p>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)</p> <p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with</p> | <p><u>Everyday materials (Yr 1)</u> <u>Use of everyday materials (Yr2)</u></p> <p>Everyday materials (yr1) -Distinguish between an object and the material from which it is made</p> <p>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-Describe the simple physical properties of a variety of everyday materials</p> <p>-Compare and group together a variety of</p> | <p><u>Materials Cont. (yr1)</u> <u>All living things and their habitats (Yr 2)</u></p> <p>Everyday materials (yr1) (link to habitats for yr 2 too) -Describe the simple physical properties of a variety of everyday materials</p> <p>Living things and their habitats (yr2) -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,</p> | <p><u>Seasonal change and weather (yr1)</u> <u>All living things and their habitats (yr 2)</u></p> <p>Seasonal changes (yr1) -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.</p> <p>Living things and their habitats (yr2) -Explore and</p> | <p><u>Plants (yr1 and yr 2)</u></p> <p>Plants (yr1) -Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> |



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| | <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>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>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 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>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>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> |
| <p>Y3 Y4</p> | <p>Light and Shadow Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that light is reflected | <p>Forces Magnets and Springs Y3 Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that some forces | <p>Brilliant Bubbles (Y4) – linked scientific enquiry and states of matter (Extra unit to cover class adjustments – Rising</p> | <p>Green Plants (Y3) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and describe the | <p>Animals, including humans Y4 Pupils should be taught to:</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 | |



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| | <p>from surfaces</p> <ul style="list-style-type: none"> ▪ find patterns that determine the size of shadows. | <p>need contact between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel | <p>Stars book Year 4)</p> | <p>functions of different parts of flowering plants: roots, stem, leaves and flowers</p> <ul style="list-style-type: none"> ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>teeth in humans and their simple functions</p> <ul style="list-style-type: none"> ▪ construct and interpret a variety of food chains, identifying producers, predators and prey |
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| | | each other, depending on which poles are facing. | | | |
| Y5 Y6 | <p><u>Evolution and Inheritance</u> 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><u>Light</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand that light appears to travel in straight lines 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 | <p><u>Electricity</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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> | <p><u>All Living Things</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird 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> 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> | |



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| | | shadows have the same shape as the object that cast them, and to predict the size of shadows when the position of the light source changes <i>Switched On Science: Let It Shine</i> | | |
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