



**Curriculum *Subject* Coverage – Deerhurst and Apperley C of E Primary School - Science – Statutory 2021-22**

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<p><i>KS1 Education Recovery July 2021 document</i></p> <p><i>Opportunities for:</i></p> <p><i>content which will support future study ( knowledge about herbivores because it allows pupils to learn about food chains in ks2)</i></p>						
<p style="text-align: center;"><b>R</b> <b>New profile</b> <b>2021</b></p>	<p>Early Learning Goal: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>					
<p style="text-align: center;"><b>Y1</b> <b>Y2</b></p>	<p><u>All living things and their habitats (Yr 2)</u></p> <p><b>(Do Year 1 pets focus under this section from animals including humans)</b></p> <p><b>Living things and their habitats (yr2)</b> -Identify that most living things live in habitats to which</p>	<p><u>Seasonal change and weather (yr1)</u></p> <p><u>All living things and their habitats (yr 2)</u></p> <p><b>Seasonal changes (yr1)</b> -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Animals including humans.</u></p> <p><b>Animals, including humans (yr1)</b> -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 carnivores, herbivores</p>	<p><u>Animals including humans.</u></p> <p><b>Animals, including humans (yr1)</b> -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets (pets part completed autumn term)) -Identify, name, draw</p>	<p><u>Plants (yr1 and yr 2)</u></p> <p><b>Plants (yr1)</b> -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</p>	<p><u>Everyday materials (Yr 1)</u></p> <p><u>Use of everyday materials (Yr2)</u></p> <p><b>Everyday materials (yr1)</b> -Distinguish between an object and the material from which it is made -Identify and name a variety of</p>



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	<p>they are suited 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><b>Living things and their habitats (yr2)</b></p> <p>-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>and omnivores</p> <p><b>Animals, including humans (yr2)</b></p> <p>-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>and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Animals, including humans (yr2)</b></p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>structure of a variety of common flowering plants, including trees.</p> <p><b>Plants (yr2)</b></p> <p>-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>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 everyday materials on the basis of their simple physical properties</p> <p><b>Uses of everyday materials (yr2)</b></p> <p>-Identify and compare the suitability of a variety of everyday</p>
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						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><i>KS2 Education Recovery July 2021 document</i></p> <p><b>Opportunities for:</b></p> <p><i>concepts that are beneficial to future study include, but are not limited to, forces, electricity, magnetism, materials and substance, reactions, nutrition, evolution and inheritance, ecosystems, properties and changes of materials.</i></p>						



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<p><b>Y3</b> <b>Y4</b></p>	<p><b>Plants (Y3)</b> Pupils should be taught to: -identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers -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>	<p><b>Light (Y3)</b> Pupils should be taught to: -notice that light is reflected from surfaces -find patterns that determine the size of shadows.</p>	<p><b>Rocks (Y3)</b> Pupils should be taught to: - 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>	<p><b>Animals Including Humans (Y4)</b> Pupils should be taught to: - 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>	<p><b>Forces and Magnets (Y3)</b> Pupils should be taught to: -notice that some forces need contact between two objects, but magnetic forces can act at a distance □□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 each other, depending on which</p>
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**Curriculum *Subject* Coverage – Deerhurst and Apperley C of E Primary School - Science – Statutory 2021-22**

						poles are facing.
<b>Y5 Y6</b>	<p><u>Evolution and Inheritance</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <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"> <li>Understand that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why</li> </ul>	<p><u>Electricity</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <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"> <li>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life processes of reproduction in some plants and animals</li> </ul> <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"> <li>Describe the changes as humans develop from birth to old age</li> </ul> <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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