



Curriculum Subject Coverage – Deerhurst and Apperley
C of E Primary School - Subject Science 2022-23
Learning and living as children of God
(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
R New EYFS Profile	Early Learning Goal: The Natural World Children at the expected level of development will: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter					
Y1 Y2	<u>All living things and their habitats (Yr 2)</u> (Do Year 1 pets focus under this section from animals including humans) 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	<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. Living things and their habitats (yr2) -Explore and compare the	<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 carnivores, herbivores and omnivores Animals, including humans (yr2)	<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 (pets part completed autumn term)) -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<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 common flowering plants, including trees.	<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



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	<p>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>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>-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>Animals, including humans (yr2)</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Plants (yr2)</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>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>Uses of everyday materials (yr2)</p> <p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p>
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						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.
Y3 Y4	<u>States of matter(yr4)</u> <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 	<u>Animals including humans(yr4)</u> <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 	<u>Rocks(yr3)</u> <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. 	<u>Sound (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that 	<u>Electricity (Y4)</u> Pupils should be taught to: <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a 	<u>Living things and their habitats</u> <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



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	<p>which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>producers, predators and prey</p> <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. identify that humans and some animals have skeletons and muscles for 		produced	<p>lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>sometimes pose dangers to living things.</p>
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		support, protection and movement				
Y5 Y6	<u>Forces</u> Pupils should be taught to: <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	<u>Earth and Space</u> Pupils should be taught to: <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	<u>Properties and Changes of Materials</u> Pupils should be taught to: <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	<u>Living Things and Their Habitats</u> Pupils should be taught to: <ul style="list-style-type: none">• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms,	<u>Animals including humans</u> Pupils should be taught to: <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,	



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	friction, that act between moving surfaces • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs <i>Switched On Science: Let's Get Moving</i>	• Use the idea of Earth's rotation to explain day and night <i>Switched On Science: Out of This World</i>	• 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 <i>Switched On Science: Material World</i>	plants and animals • Give reasons for classifying plants and animals based on specific characteristics <i>Switched on Science: Classifying Critters</i>	exercise, drugs and lifestyle on the way their bodies function • Describe the way in which nutrients and water are transported within animals, including humans <i>Switched On Science: Staying Alive</i>
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