Hotham Primary School
Science Curriculum Overview

Science						
	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**
Nursery	**Animals** (identify nocturnal animals and their habitats)	**Seasonal Changes** (observe changes from autumn to spring, ice melts	**Everyday Materials** (identify simple materials and their properties inspired by traditional fairy tales and construction enhancements in the provision)		**Plants** (watch a bean grow, observe what plants need)	**Animals** (focus on farm animals and the life cycle of a chick)
Reception	**Living things and their habitats** (explore the plants in the surrounding natural environment; explore the animals in the surrounding natural environment)	**Seasonal changes** (play and explore outside in all seasons and in different weather; observe living things throughout the year)	**Animals** (name and describe animals that live in different habitats; describe different habitats) **Materials** (observe, measure and record a range of materials)	**Humans** (learn about how to take care of themselves)	**Plants** (explore the plants in the surrounding natural environment) **Animals** (name and describe animals that live in different habitats; describe different habitats)	**Earth and space** (learn about the Earth, Sun, Moon, planets and stars; learn about space travel)
Year One	**Everyday Materials** (identifying a range of materials and simple physical properties)	**Animals, including humans** (naming parts of the body and linking to senses)		**Seasonal Changes** (also observe changes across the four seasons)	**Plants** (deciduous and evergreen; properties of flowering plants)	
Year Two	**Animals, including humans** (find out about the basic needs for an animal; notice that animals have offspring that grow into adults)		**Uses of everyday materials** (identify the suitability of everyday materials; discover how the shape of solid objects can be changed in different ways)		**Living things and their habitats (incl seasons)** (describe how animals are suited to their habitats;simple food chain)	**Plants** (describe how plants need light, water and a suitable temperature to grow)
Year Three	**Forces and Magnets** (compare how things move on different surfaces; observe how magnets attract or repel each other and attract some materials and not others)		**Rocks** (compare and group together different kinds of rocks on the basis of their appearance and simple physical properties)	**Plants** (describe the functions of different parts of flowering plants; explore the part that flowers play in the life cycle of flowering plants)	**Animals, including humans** (understand skeletons and know that muscles are for support, protection and movement)	**Light** (recognise that we need light in order to see things; know when shadows are formed)
Year Four	**Animals, including humans** (describe the functions of the basic parts of the digestive system; identify the different types of teeth in humans and their simple functions)	**Sound** (identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear)	**Electricity** (identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts)	**States of Matter** (compare and group materials together, according to whether they are solids, liquids or gases; observe how materials change state when heated or cooled)		**Living things and their habitats** (use classification keys to help group, identify and name a variety of living things in their local and wider environment)
Year Five	**Animals, including humans** (describe the changes as humans develop to old age)	**Properties and changes of materials** (sort materials by properties; separate mixtures incl filtering, sieving and evaporating)	**Earth and space** (describe the movement of the Earth, and other planets, relative to the Sun; describe the movement of the Moon)	**Forces** (identify the effects of air resistance, water resistance and friction, that act between moving surfaces)	**Living things and their habitats** (describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird)	
Year Six	**Living things and their habitats** (describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences)		**Evolution and inheritance** (recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago)	**Animals, including humans** (identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood)	**Light** (recognise 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)	**Electricity** (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)