

Pipworth Community Primary School Science Curriculum								
Chemistry	Biology			Physics				Geology
Materials	Plants	Animals and Living Things	Humans	Light and Sound	Forces	Earth and Space	Electricity	Rocks, Soils and Evolution

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS 1</b>	Draw similarities and make comparisons between other families.	<i>Seasonal Changes - Autumn:</i> Exploring schools' grounds and observing seasonal changes in the autumn/winter. Observe seasonal weather changes	Explore and talk about different forces they can feel.	Talk about the differences between materials and changes they notice.	<i>Seasonal Changes - Spring/Summer:</i> Exploring schools' grounds and observing seasonal changes in the summer. Observe seasonal weather changes	Explore the natural world around them.
<b>EYFS 2</b>	Humans	Properties of Materials	Earth and space	Plants	Animals and Living Things	Humans
<b>Big Question</b>	What do we need to do to stay healthy?	How do we investigate?	Is earth the only planet in the solar system?	Do seeds always grow into flowers?	How can we sort animals based on their characteristics	How can we look after our bodies?
Make observations about seasonal change and record in a variety of ways						
<b>Year 1</b>	Animals including Humans	Humans	Properties of Materials	Forces	Seasonal Changes	Plants
<b>Big Question</b>	Are all animals the same?	What do we use our senses for?	Do all materials have the same properties?	How do things move?	Are all seasons the same?	Can you describe the parts of a plant?
<b>TAPS</b>	Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores	Identify basic parts of the human body and say which part of the body is associated with each sense.	Describe properties of materials	N/A	Observe changes across the four seasons	Identify and describe the basic structure of a plant and a tree. (Could repeat seasonally)

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Seasonal Changes- what can you remember from FS about seasonal changes. Log changes and use for Summer 1 to use as evidence to support the children's responses.						
Year 2	Properties of Materials	Earth and Space	Living things and their habitats		Humans	Plants
Big Question	How do we use materials in different ways?	What is in our solar system?	What do animals need in order to survive?		What do we need to do to grow into healthy adults?	What do we need to grow healthy plants?
TAPS	Ask groups of children to go on a materials hunt around a designated section of the school/grounds, collecting their findings for different areas on a pre-prepared table	N/A	explore and compare the differences between things that are living, dead, and things that have never been alive		Recognise growth in humans.	Describe how plants needs water, light and a suitable temperature to grow and stay healthy
Year 3	Magnets and Forces	Rocks, Fossils, Soils	Light	Plants	Animals/Skeletons	Humans Nutrition
Big Question	How do magnets work?	What lays beneath the ground?	How is a shadow made?	What do you know about the life cycle of a flowering plant?	Do all living things have a skeleton?	Which foods are the best to stay healthy?
TAPS	Notice that some forces need contact between two objects, but magnetic objects can act at a distance.	Compare and group together different kinds of rocks on the basis of their properties	Recognise that shadows are formed when the light from a light source is blocked by an opaque subject.	Investigate the way in which water is transported within plants	Identify that humans have skeletons and muscles for support, protection and movement	Plan a daily diet to contain a good balance of nutrients

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<b>Year4</b>	Properties of Materials States of matter	Properties of Materials States of mater The water cycle	Electricity	Digestion and Teeth	Sounds	Living things and their habitats		
<b>Big Question</b>	What happens if you increase or decrease temperature with some materials?	What is the water cycle?	What does electricity do?	How do humans get nutrition from what they eat?	How are sounds made and how do we hear them?	How can we record what living things live in the locality?		
<b>TAPS</b>	Measuring Temperature	Rate of evaporation	Recognise some common conductors and insulators, and associate metals with being good conductors. Construct a simple series electrical circuit.	Function of teeth – to find out about what damages teeth and how to look after them.	Recognise that vibrations from sounds travel through a medium to the ear	Recognise that living things can be grouped in a variety of ways		
<b>Year5</b>	Properties and Changes of Materials		Earth, Sun, Moon and Planets	Animals including humans	All living things	Friction, Gravity and movement		
<b>Big Question</b>	What different properties do materials have and how can you change them?		Is the Earth moving?	What changes occur as humans get older?	Do all living things have the same life cycle?	Do forces really exist?		
<b>TAPS</b>	Compare everyday materials on basis of different properties such as thermal/electrical conductivity, whether they are soluble or not etc. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.		Describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Describe the changes as humans develop to old age.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Force is needed to make an object move, change speed or direction.		
<b>Year 6</b>	Electricity	Animals including humans	Evolution and inheritance	Light	Living things and their habitats			
<b>Big Question</b>	What will make a bulb brighter or a buzzer louder?	What impact does diet and a healthy lifestyle have on our bodies?	How can we prove that living things have changed over time?	Can we manipulate how light travels?	In what ways can we classify living things?			

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TAPS	Make predictions to set up further comparative and fair tests.	Describe the functions of the heart, blood vessels and blood Recognise the impact of exercise on the way their bodies function	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Use the idea that light appears to travel in straight lines to explain why shadows have the same shape as their objects  Compare variations in how electrical components function.	Give reasons why a particular invertebrate belongs to a certain group
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