



## Science

For Science in the Summer term, we would expect the teacher to complete topics identified on the long term plan (see below). We would also like the teacher to cover the following objectives from the Spring term in addition – this is made possible by the length of 15 weeks for the term. These objectives have been drawn from discussion with the Curriculum Lead for Science and Class Teachers based on what they had taught in the Spring term and on what the children had retained and understood.

We would expect these objectives to be secure by the end of the term so that future planning in Science will be based on what children have been taught. It also allows future teachers to be confident of the knowledge and skills of the children they are receiving.

### Y1

- Group animals according to whether they are: fish, amphibians, reptiles, birds and mammals
- Group animals according to whether they are: carnivores, herbivores and omnivores
- Compare the structure of a variety of common animals by grouping according to similarities

### Y2

- Group living things into their British habitat
- Classify animals based on their world habitat
- Human life cycle stages
- Animal life cycles

### Y3

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- understand reflective surfaces
- recognise that shadows are formed when the light from a light source is blocked by an opaque object

### Y4

- I can create a classification key
- I can describe environmental dangers to endangered species
- I can investigate materials as they change state.
- I can identify and describe the different stages of the water cycle.

### Y5

- To describe the life process of reproduction in plants
- Make comparisons between life cycles of different animals
- Describe the physical changes which occur during puberty

### Y6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.
- Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.
- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals by identifying the characteristics of mammals, birds, insects, reptiles, amphibians, fish, arachnids, annelids, crustaceans, echinoderms and molluscs.
- To give reasons for classifying plants and animals based on specific characteristics by exploring unusual creatures and designing their own curious creature.

	1	2	3	4	5	6
Nursery	Changes in our world	Winter	What is melting	New life	Growing	minibeasts
Reception	Changes in our world	Hibernation	Floating and sinking	Changes in spring	Habitats and homes	Keeping safe in the sun
Y1	Everyday materials	Animals including humans- humans	Animals including humans- other animals	Animals including humans- other animals	Seasonal changes	Plants
Y2	Everyday materials	Living things and their habitats	Living things and their habitats	Life cycles and survival	Plants	Plants
Y3	Rocks	Forces	Animals including humans	Light	Plants	Plants
Y4	Electricity	Electricity	Living things and their habitats	States of matter	Teeth and digestion	Sound
Y5	Forces	Earth and space	Animal life cycle	Human and plant life cycle	Properties of materials	Properties and changes of their materials
Y6	Electricity	Light	Evolution	Classification	Keeping Healthy- Diet and lifestyle	Circulatory system