

# Corpus Christi Catholic Primary



## SCIENCE

### Whole School Yearly Overview

Year Group	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
<b>Early Years</b>	Introduction to the following topics through appropriate, planned activities throughout the year: <b>Plants</b> , <b>Animals, including humans</b> , <b>Everyday Materials</b> , <b>Forces</b> , <b>Earth and Space</b> , <b>Seasonal Change</b> , <b>Light and Sound</b> . See Early Years Curriculum,				
<b>Y1</b>	<b>Plants</b> Identifying, naming and describing common plants, including trees	<b>Animals, including humans</b> Identifying, naming, describing, comparing animals, human body parts	<b>Everyday materials</b> Identifying, naming materials and their properties, distinguishing between an object and its properties	<b>Seasonal changes</b> Observe changes across four seasons. Observe and describe weather and changes in day length	
<b>Y2</b>	<b>Living things and their habitats</b> Explore/compare things that are alive, dead, never alive, how habitats provide for basic needs (inc microhabitats), how animals obtain food from plants, other animals	<b>Plants</b> How seeds and bulbs grow into mature plants, what plants need to stay healthy	<b>Animals, including humans</b> Basic needs of animals, inc humans for survival. Notice how animals have offspring which mature into adults	<b>Uses of everyday materials</b> Identify/compare suitability for everyday materials for particular uses and look at how some materials can be changed by bending, twisting etc	
<b>Y3</b>	<b>Plants</b> Identify/describe functions of different parts of flowering plants, requirements for life/growth and how water is transported and seeds dispersed	<b>Animals, including humans</b> Identify different types/amounts of nutrition, animals cannot make their own food. Humans and some animals have skeletons/muscles for protection, support and movement	<b>Rocks</b> Compare and group different types of rocks and soils, introduction to fossils and soils	<b>Light</b> Light is needed to see, light is reflected and light from the sun is dangerous. How shadows are formed and changed	<b>Forces and magnets</b> Compare how things move on different surfaces, how some forces need contact but magnets can act at a distance, introduction to magnets
<b>Y4</b>	<b>Living things and their habitats</b> Grouping, classifying living things in local and wider environment,	<b>Animals, including humans</b> Simple functions of basic parts of the digestive system in humans, identifying types	<b>States of matter</b> Compare and group materials into solids, liquids, gases, observe changes in state through heating and cooling,	<b>Sound</b> Identify how sounds are made, recognising some of them associated with vibration, vibrations from sounds travel	<b>Electricity</b> Identify common appliances that run on electricity, construct simple circuits naming parts, including a switch and lamp, recognise some

	using classification keys, recognising that environments can change, posing a danger to living things	of teeth in humans and their simple functions, construct and interpret food chains	identify the part played by evaporation and condensation in the water cycle	through a medium to the ear, looking at pitch and volume	common conductors and insulators, associating some metals with being good conductors
<b>Y5</b>	<p><b>Living things and their habitats</b></p> <p>Describe differences in life cycles of a mammal, amphibian, insect and a bird. Describe life process of reproduction in some plants and animals</p>	<p><b>Animals, including humans</b></p> <p>Describe the changes as humans develop to old age</p>	<p><b>Properties and changes of materials</b></p> <p>Compare and group everyday materials based on properties, investigate solutions and mixtures, explore reversible and irreversible change using both comparative and fair testing.</p>	<p><b>Earth and space</b></p> <p>Describe 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. Use Earth's rotation to explain day and night and apparent movement of the Sun across the sky.</p>	<p><b>Forces</b></p> <p>Explore force of gravity acting between the Earth and the falling object. Identify effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>
<b>Y6</b>	<p><b>Living things and their habitats</b></p> <p>Classify living things into broad groups according to common observable characteristics, based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Animals, including humans</b></p> <p>Identify/name main parts of human circulatory system, describe functions of the heart, blood vessels and blood. Impact of diet, exercise, drugs and lifestyle on the way bodies function. Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time, fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines. Light travels in straight lines, explaining that objects are seen because they give out or reflect light into the eye, we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Light travels in straight lines, explaining why shadows have the same shape as the objects that cast them</p>	<p><b>Electricity</b></p> <p>Associate brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit. Compare/ give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram</p>