Y6

Autumn Term - Y6		Spring Term – Y6		Summer Term - Y6	
Energy – Y5 **Y5 - E3** - Pulleys, levers and gears **BS 1,2,3,5**	**Life – Y6** **Y6 - L4** -Evolution/inheritance **Y6 - L5** – Fossils **Child initiated investigation** **BS – 1-5**	**Energy – Y5** **Y5 - E1** - Gravity **Y5 - E4** – Earth in space **BS 1-4**	**Energy – Y6** **Y6 - E3** - Light **Y6 - E4** – Light **STEM project** – Science Fair - Science Week **BS 1,2**	**Life – Y5** **Y5 - L1** – food-webs (Living things & habitats) **BS 5**	**Life – Y5** **Y5 - L3** – life cycles **Life – Y6** **Y6 - L3** – Classification (Living things & habitats) **BS 4, 5**

Life – Y5: (Aut 1)
Life – Y5: (Aut 2)

Energy – Y5: (Spr 1)
Energy – Y6: (Spr 2)

Energy – Y6 - (Sum 1)
Life – Y6 (Sum 2)

Summer Term – Y5		Spring Term – Y5		Autumn Term – Y5	
Matter – (Y5) **Y5 - M1 –** Properties/changes of materials **Y5 - M2 –** Properties/changes of materials **Y5 - M3 –** Reversable/irreversible changes **Y5 - M4 –** Grouping **BS 1 - 5**	**Matter – (Y6)** **Y6 - M1 –** States of matter **Y6 - M2** – Filtration, evaporation, distillation, chromatography **BS 1,4**	**Child initiated investigation** **BS – 1-5**	**Energy – Y6** **Y6 - E1** - Electricity **Y6 - E2** - Electricity **BS 1,2, 5** Science Week	**Life – Y5** **Y5 - L2** – Reproduction humans **L4** – Reproduction plants **Life - Y6** **Y6 - L1** – Circulatory system L2 – Body Function (Animals incl. humans) **BS 3,4**	**Energy – Y5** **Y5 - E2** - Forces **Y5 - E3 –** Pulleys, levels and gears **BS 1-4**

Matter – Y5 (Sum 1)
Matter – Y6 (Sum 2)

Being Scientific (Spr 1)
Energy – (Spr 2)

Life (Aut 1)
Life (Aut 1)
Energy (Aut 2)

Y5

Autumn Term – Y4		Spring Term – Y4		Summer Term – Y4	
Energy – Y3 **Y3 - E1** - Forces **Y3 - E2** – Magnets **BS**	**Matter – Y4** **Y4 - M1** - Materials **Y4 - M2** – Materials **BS**	**Energy – Y3** **Y3- E3** - Gravity **Y3 - E4** – Forces **BS**	**Matter – Y3** **Y3 - M1** - Rocks **Y3 - M2** - Solids **Y3 - M3** – fossils **BS** Science Week	**Energy – Y3** **Y3 - E1** - Forces **Y3 - E2** – Magnets **BS 1-7** **Science Investigation** **Child initiated**	**Matter –Y4** **Y4 - M3** - Water Cycle **BS**

Energy - (Aut 1)
Matter – (Aut 2)

Energy (Spr 1)
Matter (Spr 2)

Being scientific (Sum 1)
Matter (Sum 2)

LKS2 B

Summer Term– Y3		Spring Term– Y3		Autumn Term– Y3	
Energy – Y4 **Y4 - E1, E2** – Electricity **BS 1, 2, 3,4**	**Life – Y4** **Y4 - L1** - Digestive system inc teeth **Y4 - L2 –** Heart **BS - 1-7** (The Human Body)	**Life - Y3** **Y3 - L2** - plants **Y3 - L4** - plants **Life – Y4** **Y4 - L3** - classification **Y4 - L4** – habitats Science Week **BS 1, 3,6, 7,**		**Life – Y3** **Y3 - L1 –** Skeletons and circulatory system **Y3 - L3 –** Nutrition (The Human Body) **BS 5**	**Energy – Y3** **Y3 - E5** – Light **Y3 - E6** – Light **Energy - Y4** **Y4 - E4** - Sound **Y4 - E5** – Sound **BS 1,2, 3,4, 5, 6, 7**

Energy (Sum 1)

Life (Spr 1)
Life (Spr 2)

Life (Aut 1)
Life (Aut 2)
Energy (Aut 2

LKS2 A

Autumn Term – Y2		Spring Term – Y2		Summer Term – Y2	
Energy Y1 – Y2 **Y1 - E3** – Seasonal change **Y2 - E3** – Seasonal change **BS 1,2,3,4,5,6**		**Exploratory Unit Y1 –** Sound **Life – Y2** **Y2 L3** – Food chains **BS 1,4**	**Life – Y2** **Y2 - L1, L2** - (Plant focus) **BS 1-6** Science Week	**Energy – Y1** **Y1 - E1** – Forces **BS 2,3** **Energy – Y2** **Y2 - E1** - Forces **BS 1,2,3,4**	**Life – Y1** **Y1 - L1** - (Plant focus) **BS 2-5**

Energy (Aut 1)
Life (Aut 2)

Energy (Spr 1)
Life (Spr 1)
Life (Spr 2)

Energy (Sum 1)

KS1 B

Summer Term – Y1		Spring Term – Y1		Autumn Term – Y1	
Energy Y1 **Y1 – E2** – Light **Energy Y2** **Y2 – E2** – Light	**Life Y2** **Y2. - L3** – Food chains **Exploratory Unit Y1 –** Sound	Matter – Y2 **Y2 - M1, M2** - Materials **BS 1-6**	**Life – Y2** **Y2 - L1-L2** – (Animal focus) **BS 1,4,6** Science Week	Matter Y1 **Y1- M1** – Materials **BS 1- 6**	Life – Y1 **Y1 - L1** - **BS 1- 6**

Energy (Sum1)
Life (Sum 2)

Matter (Spr 1)
Life (Spr 2)

Matter (Aut 1)
Life (Aut 2)

KS1 A

Summer Term - YR	Spring Term - YR	Autumn Term - YR
3-4 - Explore how things work. 3-4 - Explore and talk about different forces they can feel **Energy** Explore the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision	3-4 - Talk about the differences between materials and changes they notice 3-4 - Plant seeds and care for growing plants 3-4 - Understand the key features of the life-cycle of a plant and animal. 3-4 - Begin to understand the need to respect and care for the natural environment and all living things. R - Explore the natural world around them. **Life** Children...Identify and name common animals and plants: talk about change **Matter** Children.. Experience, explore and describe a range of common materials **Being scientific** Children…Explore, describe and question the world around them	3-4 - Use all of their senses in hands on exploration of natural materials. 3-4 - Explore collections of materials with similar and/or different properties. 3-4 - Talk about what they see using a wide vocabulary R - Explore the natural world around them. R - Describe what they see, hear, and feel whilst outside. **Matter** Children.. Experience, explore and describe a range of common materials **Being scientific** Children…Explore, describe and question the world around them.

EYFS B

Energy (Sum 1)

Life (Spr 1)
Matter (Spr 2)

Matter (Aut 1)
Being Scientific

EYFS A

Learning Journey for Cohorts: 2023, 2025, 2027, 2029, 2031

SCIENCE AIM:

Being Scientific KS1	BS 1	Ask simple questions and recognise that these can be answered in different ways
	BS 2	Observe closely using simple equipment
	BS 3	Carry out simple tests
	BS 4	Identify and classify
	BS 5	Gather and record data to help answer simple questions
	BS 6	Use observations and ideas to suggest answers to questions
Being Scientific LKS 2	BS 1	Ask relevant questions and use different types of scientific enquiry to answer them
	BS 2	Carry out simple practical enquiries, comparative and fair tests.
	BS 3	Observe systematically and carefully; where appropriate take measurements using standard units
	BS 4	Identify differences, similarities or changes related to simple scientific ideas or processes
	BS 5	Gather, record, classify and present data to answer questions.
	BS 6	Report on findings of investigations
	BS7	Use scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions
Being Scientific UKS 2	BS 1	Ask relevant questions and use different types of scientific enquiry to answer them
	BS 2	Carry out simple practical enquiries, comparative and fair tests.
	BS 3	Observe systematically and carefully; where appropriate take measurements using standard units
	BS 4	Identify differences, similarities or changes related to simple scientific ideas or processes
	BS 5	Gather, record, classify and present data to answer questions.

Vocabulary

EYFS

- Identify, name, explore, experience, describe, question, change, similarities, differences,
- Push, pull, magnets, attract,
- Plastic, metal, paper, wood, hard, soft, rough, smooth, bumpy, shiny, spring, summer, autumn, winter,
- Plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow, tree, bush, flower, vegetable, herb, weed,
- Animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest), live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice,
- Hair, eyes, skin, big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman
- Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float

KS1

- Carnivores, herbivores, omnivores, fish, reptiles, mammals, amphibians, birds, insects, producer, predator, prey
- Push, pull, force, greater, lesser, reflect, surface
- Object, hard, soft, smooth, bumpy, curved, straight, shiny, dull, bendy, plastic, metal, fabric, glass, wood, brick, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching
- Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddle, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length, seasons, day, daytime,
- Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue
- Food, water, temperature, survive, flourish, leaf, root, leaves, bud, flowers, blossom, petals, stem, deciduous, evergreen, trunk, branches, germination, reproduction, light, shade, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling, living, dead, never been alive, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold
- Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies, survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types

KS2

- Movement, surfaces, magnet, magnetic force, friction, attract, repel, poles, metal, iron, steel, gravity, air resistance, water resistance, magnetic poles, north, south, physical properties, push, pull, twist, contact force, non-contact force, strength, bar magnet, ring magnet, button magnet, horseshoe magnet
- Soil, rock, stone, pebble, grain, layers, hard, soft, texture, absorbs water, marble, chalk, granite, sandstone, slate, types of soil, organic matter, fossils, sedimentary, grains, crystals, bone, flesh, minerals
- Circulatory system, nutritional needs, nutrients, nutrition, carbohydrates, protein, fats, fibre, sugars, water, vitamins, minerals, skeleton, bones, joints endoskeleton, exoskeleton, hydrostatic skeleton, vertebrate, invertebrate, contract, relax, muscles, ball joint socket, joint hinge, joint gliding, support, protect, skull, ribs, spine
- Air, light, dark, absence of light, water, soil, light source, shadow, reflect, mirror, surface, blocked, solid, artificial, natural
- Lifecycle, reproduction, germination, pollen, fertilization, pollination (insect/wind), dispersal ,ovary, spores, photosynthesis, male, female, seed formation, seed dispersion (wind/animal/water), nutrients, minerals. soil, absorb, transport
- Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, conductor, insulator, metal, non-metal, symbol
- Sound, source, cell, vibration, travel, volume, pitch, Faint, quiet, loud, insulation
- Air, medium, state change, solid, liquid, gas, temperature, boiling point, melting, freezing, melting point, evaporation, condensation, water cycle
- Impact, environment, habitat, human impact, deforestation, classification, classification keys, positive, negative, migrate, hibernate
- Herbivore, carnivore, omnivore, producer, predator, prey
- Digestive system, digestion, mouth, saliva, tongue, stomach, small intestine, large intestine, rectum, anus, oesophagus, acid, enzymes, teeth, incisors, canines, molars, function, heart, vessels, blood

UKS2

- Rotation, tilt, movement, orbit, axis, spherical, heliocentric, geocentric, hemisphere, season, Sun, Earth, gravity, moon, planets, solar system, straight lines, light rays
- Air resistance, water resistance, speed, pulleys, levers, gears, force, effect, friction, accelerate, decelerate
- Dissolving, mixing, mixture, change of state, reversible, irreversible, solids, liquids, gas, temperature, evaporation, condensation, filtering, sieving, melting, freezing, particle model, soluble, insoluble, separating mixtures, distillation, chromatography, cooling state, thermal insulator, conductor, melting point, freezing point, rusting, new material
- Interdependence, organisms, food webs, insect- pollinated crops, fertilization, producers, photosynthesis, consumers, predators, mammal, amphibian, bird, fish, reptile, classification, observable characteristics, class, genus, species, vertebrates, invertebrates, microorganisms, organism
- Reproduction, reproductive organs and systems, puberty, gestation, fertilisation, foetus, life cycles, foetus, baby, child, adolescent, adult, sexual, sperm, egg offspring, sexual reproduction,
- Natural selection, adaptation, fossils, evolution, evolve, inherited traits, adaptive traits, DNA, genes, variation, fossilisation, mechanisms, fertilises, asexual, plantlets, tubers, runners, cuttings
- Breathing, circulatory system, diet, exercise, drugs, life style, heart, pulse, pumps, blood, blood vessels, imbalance, absorption, transmission, imaging, ray model, reflection, lungs, oxygen, carbon dioxide, cycle,
- Voltage, components, electrical circuit, switch, bulb, circuit diagram, circuit symbol, particle model, separating mixtures, filtration, evaporation, distillation, chromatography

ENERGY

EYFS		**Explore** the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision
KS1	Year 1	1. **Identify** and **describe** simple forces, including pushes and pulls. 2. **Recognise** that dark is the absence of light 3. **Observe** the features associated with season change
	Year 2	1. **Describe** the effect of applying a greater or lesser force to object (i.e. pushing/pulling harder) 2. **Recognise** that light is reflected from surfaces 3. **Describe** the features associated with season change
LKS2	Year 3	1. **Compare** and **contrast** the movement of objects across surfaces and explain this using knowledge of friction. 2. **Explain** how magnets attract and repel one another using knowledge of poles; use this to make predictions 3. **Identify** the effect of the force of gravity 4. **Identify** the effect of air resistance and water resistance on movement 5. **Recognise** that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow. 6. **Explain** that objects are seen because they give out or reflect light into the eye.
	Year 4	1. **Describe** the role of components in a circuit through construction and make predictions about components. 2. **Recognise** the impact of common conductors and insulators. 3. **Recognise** that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume. 4. **Compare** and **contrast** the pitch of sounds made by different materials.
UKS2	Year 5	1. **Explain** the effect of the force of gravity, including its impact on the moon, planets and solar system. 2. **Relate** knowledge of air and water resistance to make **predictions** about the speed of movement. 3. **Compare** and **contrast** how pulleys, levers and gears enable a smaller force to have a greater effect. 4. **Explain** the effect of the earth's rotation, tilt and movement around the sun (i.e. day and night/movement of sun across sky/seasons).
	Year 6	1. **Compare** and **explain** the effects of changes to voltage and position of components in an electrical circuit. 2. **Represent** circuits using recognised symbols. 3. **Describe** the concept of absorption linked to the transmission of light through material. 4. **Explain** imaging in mirrors using a ray model .

LIFE

EYFS		**Identify** and **name** common animals and plants: talk about change
KS1	Year 1	**1. Recognise** and **describe** the differences and similarities in plants and animals (i.e. herbivores/omnivores, fish, reptiles, mammals, amphibians, birds, evergreen/deciduous.)
	Year 2	1. **Identify** what living things needs to survive and flourish (i.e. food, water, exercise etc.) 2. **Recognise** and **describe** how living things differ to non-living things, and how they change as they grow (including plants and animals). 3. **Construct** and **interpret** food chains, identifying predators, producers and prey
LKS2	Year 3	1. **Identify** and **describe** the role of skeletons and the circulatory system in animals 2. **Describe** the life cycle and process of reproduction in plants 3. **Explain** the specific nutritional needs of plants, animals and humans 4. **Explain** how different plants' needs vary
	Year 4	1. **Sequence** the simple functions of the digestive system, including the role of teeth. 2. **Distinguish** the functions of the heart, vessels, and blood. 3. **Use** classification keys to group living things. 4. **Explain** the impact of the environment on specific habitats.
UKS2	Year 5	1. **Describe** the interdependence of organisms, including food webs and insect-pollinated crops. 2. **Describe** reproduction in humans, including the development of male and female reproductive organs and systems 3. **Discern** the differences in the life cycles of a mammal, amphibian, reptile, bird and fish. 4. **Discern** the processes of reproduction in plants and animals
	Year 6	1. **Explain** the mechanism of breathing and how this links to the circulatory system 2. **Describe** the effects of diet, exercise, drugs and lifestyle on the way bodies function and the consequences of imbalance in the diet (i.e. drug abuse, eating disorders, the impact of maternal lifecycle on a foetus) 3. **Reason** about the classification of living things according to common observable characteristics 4. **Explain** the concept of 'natural selection' and adaptation 5. **Explain** how fossils provide information about the changes to living things over time.

MATTER

EYFS		**Experience, explore** and **describe** a range of common materials.
KS1	Year 1	1. **Describe, compare** and **group** a variety of materials and their uses on the basis of their simple physical properties
	Year 2	1. **Compare** the suitability of materials for particular purposes 2. **Explore** the how the shapes of materials can be changed by the application of force
LKS2	Year 3	1. **Compare** and **group** rocks on the basis of their simple physical properties 2. **Recognise** that soils are made from rocks and organic matter 3. **Describe** in simple terms how fossils are formed.
	Year 4	1. **Compare** and **group** materials together according to whether they are solids liquids or gas. 2. **Describe** the impact of temperature on a range of materials. 3. **Explore** and **describe** the concepts of evaporation and condensation linked to the water cycle.
UKS2	Year 5	1. **Demonstrate** that dissolving, mixing and changes of state are reversible changes 2. **Use** knowledge of solids, liquids and gases to separate materials. 3. **Explore** and **identify** reversible and irreversible changes on the basis of temperature 4. **Justify** the grouping of everyday materials based on evidence from comparative and fair tests.
	Year 6	1. **Explain** changes of state in terms of particle model 2. **Use** and **explain** simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography.

Being Scientific Vocabulary

EYFS	Look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group.
KS1	Observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources.
LKS2	Practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve.
UK2	Variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter.

Y6

Autumn Term – Y6		Spring Term – Y6		Summer Term – Y6	
Life – Y5 **Y5 - L2** – Reproduction - humans **L4** – Reproduction – plants **Life - Y6** **Y6 - L1** – Circulatory system L2 – Body Function (Animals incl. humans) **BS 3,4**	**Energy – Y5** **Y5 - E2** - Forces **Y5 - E3 –** Pulleys, levels,gears **BS 1-4**	**Child initiated investigation** **BS – 1-5**	**Energy – Y6** **Y6 - E1** - Electricity **Y6 - E2** - Electricity **BS 1,2, 5** Science Week	**Matter – (Y5)** **Y5 - M1 –** Properties/changes of materials **Y5 - M2 –** Properties/changes of materials **Y5 - M3 –** Reversable/irreversible changes **Y5 - M4 –** Grouping (Properties & changes of materials) **BS 1 - 5**	**Matter – (Y6)** **Y6 - M1 –** States of matter **Y6 - M2** – Filtration, evaporation, distillation, chromatography **BS 1,4**

Life (Aut 1)
Life (Aut 1)
Energy (Aut 2)

Being Scientific (Spr 1)
Energy – (Spr 2)

Matter – Y5 (Sum 1)
Matter – Y6 (Sum 2)

Summer Term – Y5		Spring Term – Y5		Autumn Term – Y5	
Energy – Y5 **Y5 - E3** - Pulleys, levers and gears **BS 1,2,3,5**	**Life – Y6** **Y6 - L4** – Evolution/inheritance **Y6 - L5** – Fossils **Child initiated investigation** **BS – 1-5**	**Energy – Y5** **Y5 - E1** - Gravity **Y5 - E4** – Earth in space **BS 1-4**	**Energy – Y6** **Y6 - E3** - Light **Y6 - E4** – Light **STEM project** – Science Fair - Science Week **BS 1,2**	**Life – Y5** Y5 - L1 – food-webs (Living things & habitats) **BS 5**	**Life – Y5** **Y5 - L3** – life cycles (Animals incl. humans) **Life – Y6** **Y6 - L3** – Classification (Living things & habitats) **BS 4, 5**

Energy – Y6 - (Sum 1)
Life – Y6 (Sum 2)

Energy – Y5: (Spr 1)
Energy – Y6: (Spr 2)

Life – Y5: (Aut 1)
Life – Y5: (Aut 2)

Y5

Autumn Term– Y4		Spring Term– Y4		Summer Term– Y4	
Life – Y3 **Y3 - L1 –** Skeletons and circulatory system **Y3 - L3 –** Nutrition (The Human Body) **BS 5**	**Energy – Y3** **Y3 - E5** – Light **Y3 - E6** – Light **Energy - Y4** **Y4 - E4** - Sound **Y4 - E5** – Sound **BS 1,2, 3,4, 5, 6, 7**	**Life - Y3Life – Y4** **Y4 - L1** - Digestive system inc teeth **Y4 - L2 –** Heart (The Human Body) **BS 1-7**	**Life - Y3** **Y3 - L2** - plants **Y3 - L4** - plants **Life – Y4** **Y4 - L3** - classification **Y4 - L4** – habitats Science Week **BS 1, 3,6, 7,**	**Energy – Y4** **Y4 - E1, E2** – Electricity **BS 1, 2, 3,4**	**Life – Y4** **Y4 - L1** - Digestive system inc teeth **Y4 - L2 –** Heart **BS - 1-7** **(The Human Body)**

Life (Aut 1)
Life (Aut 2)
Energy (Aut 2)

Life (Spr 1)
Life (Spr 2)

Energy (Sum 1)

LKS2 A

Summer Term – Y3		Spring Term – Y3		Autumn Term – Y3	
Science Investigation **Child initiated** **Matter –Y4** **Y4 - M3** - Water Cycle **BS 3, 6, 7**		**Energy – Y3** **Y3 - E3** - Gravity **Y3 - E4** – Forces **BS 2,3,4,6**	**Matter – Y3** **Y3 - M1** - Rocks **Y3 - M2** - Solids **Y3 - M3** – fossils Science Week **BS 1**	**Energy – Y3** **Y3 - E1** - Forces **Y3 - E2** – Magnets **BS 2,3,5,6**	**Matter – Y4** **Y4 - M1** - Materials **Y4 - M2** – Materials **BS 3,6,7**

Being Scientific (Sum 1)
Matter (Sum 1)

Energy (Spr 1)
Matter (Spr 2)

Energy(Aut 1)
Matter(Aut 2)

LKS2 B

Autumn Term – Y2		Spring Term – Y2		Summer Term – Y2	
Matter Y1 **Y1 - M1** – Materials **BS 1- 6**	**Life – Y1** **Y1 - L1** – classify and compare **BS 1- 6**	**Matter – Y2** **Y2 - M1, M2** - Materials **BS 1-6**	**Life – Y2** **Y2 - L1-L2** – (Animal focus) **BS 1,4,6** **Science Week**	**Energy Y1** **Y1 – E2** – Light **Energy Y2** **Y2 – E2** – Light **BS**	**Life Y2** **Y2 - L3** – Food chains **Exploratory Unit Y1 –** Sound **BS**

Materials (Aut 1)
Life (Aut 2)

Matter (Spr 1)
Life (Spr 2)

Energy (Sum1)
Life (Sum 2)

KS1 A

Summer Term – Y1		Spring Term – Y1		Autumn Term – Y1	
Energy – Y1 **Y1 - E1** – Forces **BS 2,3** **Energy – Y2** **Y2 - E1** - Forces **BS 1,2,3,4**	**Energy Y1 – Y2** **Y1 - E3** – Seasonal change **Y2 - E3** – Seasonal change **BS 1,2,3,4,5,6**	**Exploratory Unit Y1 –** Sound **Life – Y2** **Y2- L3** – Food chains **BS 1,4**	**Life – Y2** **Y2 - L1, L2** - (Plant focus) **BS 1-6** **Science Week**	**Energy – Y1** **Y1 - E1** – Forces **BS 2,3** **Energy – Y2** **Y2 - E1** - Forces **BS 1,2,3,4**	**Life – Y1** **Y1 - L1** - (Plant focus) **BS 2-5**

Energy (Sum 1)
Energy (Sum 2)

Energy (Spr 1)
Life (Spr 1)
Life (Spr 2)

Energy (Aut 1)
Life (Aut 2)

KS1 B

Summer Term - YR	Spring Term - YR	Autumn Term - YR
3-4 - Explore how things work. 3-4 - Explore and talk about different forces they can feel **Energy** Explore the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision	3-4 - Talk about the differences between materials and changes they notice 3-4 - Plant seeds and care for growing plants 3-4 - Understand the key features of the life-cycle of a plant and animal. 3-4 - Begin to understand the need to respect and care for the natural environment and all living things. R - Explore the natural world around them. **Life** Children...Identify and name common animals and plants: talk about change **Matter** Children.. Experience, explore and describe a range of common materials **Being scientific** Children…Explore, describe and question the world around them	3-4 - Use all of their senses in hands on exploration of natural materials. 3-4 - Explore collections of materials with similar and/or different properties. 3-4 - Talk about what they see using a wide vocabulary R - Explore the natural world around them. R - Describe what they see, hear, and feel whilst outside. **Matter** Children.. Experience, explore and describe a range of common materials **Being scientific** Children…Explore, describe and question the world around them.

EYFS A

Energy (Sum 1)

Life (Spr 1)
Matter (Spr 2)

Matter (Aut 1)
Being Scientific

EYFS B

Learning Journey for Cohorts: 2024, 2026, 2028, 2030, 2031