	Autumn	Spring	Summer
EYFS	Show care and concern for living things and the environment Look at similarities and differences between two animals Children can make observations of animals and explain why some things occur. Talk about changes (life cycle work) Begin to sort groups of animals. For example: woodland, nocturnal, minibeasts, pets	Look at similarities and differences between different materials Investigate how some foods and materials change when they are heated up or cooled down. Discuss and explain changes that take place. Observe what happens when large pieces of ice are taken from the freezer. Use scientific vocabulary to describe what happens.	Investigate shadows and begin to learn how they are created Learn about different materials and sort general classroom objects into groups. Begin to use some scientific vocabulary.
Year 1	**Animals including humans** *Sorting and classifying animals* *Parts of the human body and senses.*	**Plants** *Identifying common plants and trees.* *Observing how plants change over time. Basic structure of flowering plants.*	**Everyday materials** *Naming, comparing and grouping everyday materials and their simple properties.*
	Seasonal change *Observing weather changes over the seasons and how the length of the day changes.* **Working Scientifically** *Asking simple questions, observing and carrying out simple tests, gathering and recording data.*		
Year 2	**Animals including humans** *The needs of different animals to survive and be healthy. Animals have offspring that grow* **Living things and their habitats** *Living, dead and never alive.* *Comparing familiar and less familiar habitats.*	**Plants** *Observe how bulbs and seeds grow.* *Plants need water, light and suitable temperature to grow. Requirements for germination.*	**Everyday materials** *Properties of materials that make them suitable or unsuitable for particular purposes. How solid objects can be changed by squashing, bending etc.*
	Working Scientifically *Asking simple questions, observing and carrying out simple tests, gathering and recording data.*		

Y3 Interleaving (Cycle 1)	**Rocks** *Observing and classifying rocks. How fossils are formed.*
	Forces and Magnets Behaviour and uses of magnets
	Animals, including humans Importance of nutrition. Role of skeleton and muscles.
	Plants *Functions of parts of flowering plants. How the amount of water, light and nutrients affects plant growth. Pollination, seed formation and seed dispersal.*
	Light *Light is needed to see things. How light is reflected and how shadows are formed and change. Protecting eyes from the sun.*
	Working Scientifically *Asking relevant questions, setting up comparative and fair tests, systematic and careful observations, recording and presenting data in a variety of ways, recording findings using scientific language, labelled diagrams, charts, keys, using results to draw simple conclusions, using scientific evidence to support findings.*
Year 4 Interleaving (Cycle 2)	**Animals, including humans-** *Function of basic parts of the digestive system. Different types of teeth and their functions. Food chains.*
	Living things and their habitats *Classification keys to identify and group living things. Human impact on environments.*
	States of matter *Solids, liquids and gases. Some materials change state when heated or cooled and what temperature this occurs at. Evaporation and condensation in the water cycle.*
	Electricity *Constructing a simple series electrical circuit. Role of switches in circuit and power supply. Conductors and insulators.*
	Sound *How sound travels and changes through vibration. How pitch and volume can be changed.*
	Working Scientifically *Asking relevant questions, setting up comparative and fair tests, systematic and careful observations, recording and presenting data in a variety of ways, recording findings using scientific language, labelled diagrams, charts, keys, using results to draw simple conclusions, using scientific evidence to support findings.*
Year 5 Interleaving (Cycle 1)	**Forces** Force of gravity, water and air resistance and friction. How levers, pulleys and gears can allow a smaller force to have a greater force.
	Earth and space *Movement of the Earth and planets in relation to the sun in the solar system. Movement of the moon. Rotation of the Earth to explain day and night and apparent movement of sun across the sky.*

	Living things and their habitats *Life cycles of a variety of living things, reproduction in plants and animals*
	Animals including humans *Changes as humans age, puberty, gestation periods of different animals.*
	Properties and changes of materials *Grouping according to hardness, solubility, transparency, conductivity, response to magnets. Dissolving to form a solution and the reverse. Filtering, sieving and evaporating. Reversible and irreversible changes to materials.*
	Working Scientifically *recognising and controlling variables, taking measurements using scientific equipment (including repeat readings), recording data using scientific diagrams, using test results to make further predictions (with explanations of trust in results), identifying evidence used to support or refute ideas.*
Year 6 interleaving (Cycle 2)	**Evolution and inheritance** *How fossils provide information about life millions of years ago. Living things produce offspring but they may adapt and vary. How animals and plants adapt to suit their environment. The work of Charles Darwin and palaeontologists.*
	Light *How light travels and how shadows are formed.*
	Living things and their habitats *Classifying living things, including micro-organisms and sub-divisions. Classification keys.*
	Animals including humans *Circulatory system. Function of the heart, blood and blood vessels. How water and nutrients are transported within animals, including humans.*
	Electricity *How voltage in a circuit affects brightness of a lamp. Drawing circuits using recognised symbols.*
	Working Scientifically *recognising and controlling variables, taking measurements using scientific equipment (including repeat readings), recording data using scientific diagrams, using test results to make further predictions (with explanations of trust in results), identifying evidence used to support or refute ideas.*