



St Mary and St Paul's

SCIENCE



Planning is developed from a range planning schemes.

	Autumn	Spring	Summer
Year 1	Aut 1 – Animals inc. Humans Aut 2 – Seasonal Changes (Autumn)	Spr 1 – Plants Spr 2 – Seasonal Changes (Spring)	Sum 1 – Everyday materials Sum 2 – Seasonal Changes (Summer)
Year 2	Aut 1 – Everyday materials Aut 2 – Sound	Spr 1 – Animals inc. humans Spr 2 - Living things and their habitats	Sum 1 – Plants Sum 2 – Scientists and Inventors
Year 3	Aut 1 – Rocks Aut 2 – Animals inc. Humans	Spr 1 – Forces Spr 2 – Plants	Sum 1 – Light Sum 2 – Famous Scientists
Year 4	Aut 1 – Listen up! Sound Aut 2 – Electricity	Spr 1 – States of Matter Spr 2 – Animals inc. Humans	Sum 1 – Living Things Sum 2 – Habitats
Year 5	Aut 1 – Earth and Space Aut 2 – Animals inc. Humans	Spr – All living things	Sum 1 – States of Matter Sum 2 – Forces
Year 6	Aut 1 – All living things Aut 2 – Animals inc. Humans	Spr 1 – Evolution and Inheritance Spr 2 - Light	Sum 1 – Electricity Sum 2 – Scientists and Inventors

Where we find Science in our EYFS Curriculum?

	Nursery	Reception
Mathematics - Measures	<ul style="list-style-type: none"> Finding longer, shorter, heavier or lighter and more/less full of two items. Recalls a sequence of events in everyday life and stories. 	<ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies. Spots patterns in the environment, beginning to identify the pattern "rule". Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers and calendars.
EAD - Being Imaginative & Expressive	<ul style="list-style-type: none"> Using movement and sounds to express experiences, expertise, ideas and feelings. Experimenting and creating movement in response to music, stories and ideas. 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
UTW - People & Communities	<ul style="list-style-type: none"> Knowing some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.
UTW - The World	<ul style="list-style-type: none"> Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. Talking about why things happen and how things work. Developing and understanding of growth, decay and changes over time. Showing care and concern for living things and their environment. Beginning to understand the effect their behaviour can have on the environment. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. Makes observations of animals and plants and explains why some things occur, and talks about changes.
Physical Development - Health & Self Care	<ul style="list-style-type: none"> Can talk and tell adults when they are hungry, full up, tired. Observing and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body. Can wash and dry hands effectively and understands why this is important. Willing to try a range of different textures and tastes and expresses a preference. 	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.