

Planning is developed using Developing Experts.

	Autumn	Spring	Summer
Year 1	<p>Aut 1 – <b>Animals, Including Humans - All About Me</b></p> <p>Aut 2 – <b>Exploring Everyday Materials 1</b></p>	<p>Spr 1 – <b>Exploring Everyday Materials 2</b></p> <p>Spr 2 – <b>Plants</b></p>	<p>Sum – <b>Animals, Including Humans - All About Animals</b></p>
	<b>Seasonal changes</b> – Taught across the year with the corresponding season		
Year 2	<p>Aut 1 – <b>Uses of Everyday materials</b></p> <p>Aut 2 – <b>Living Things and Their Habitats</b></p>	<p>Spr 1 – <b>Living Things and Their Habitats – Habitats Around the World</b></p> <p>Spr 2 – <b>Animals, Including Humans - Growth 1</b></p>	<p>Sum 1 – <b>Animals, Including Humans – Life Cycles 1</b></p> <p>Sum 2 – <b>Plants</b></p>
Year 3	<p>Aut 1 – <b>Rocks</b></p> <p>Aut 2 – <b>Scientific Enquiry</b></p>	<p>Spr 1 – <b>Animals, Including Humans</b></p> <p>Spr 2 – <b>Forces and Magnets</b></p>	<p>Sum 1 – <b>Plants</b></p> <p>Sum 2 – <b>Light</b></p>
Year 4	<p>Aut 1 – <b>Listen up! Sound</b></p> <p>Aut 2 – <b>Electricity</b></p>	<p>Spr 1 – <b>States of Matter</b></p> <p>Spr 2 – <b>Animals inc. Humans</b></p>	<p>Sum 1 – <b>Living Things and Their Habitats</b></p> <p>Sum 2 – <b>Living Things and Their Habitats – Conservation</b></p>
Year 5	<p>Aut 1 – <b>Forces</b></p> <p>Aut 2 – <b>Properties of Materials</b></p>	<p>Spr 1 – <b>Changes of Materials</b></p> <p>Spr 2 – <b>Animals, Including Humans</b></p>	<p>Sum 1 – <b>Earth and Space</b></p> <p>Sum 2 – <b>Living Things and Their Habitats</b></p>
Year 6	<p>Aut 1 – <b>Electricity</b></p> <p>Aut 2 – <b>Light</b></p>	<p>Spr 1 – <b>Animals, Including Humans</b></p> <p>Spr 2 – <b>Living Things and Their Habitats</b></p>	<p>Sum 1 – <b>Evolution and Inheritance</b></p> <p>Sum 2 – <b>Looking After the Environment</b></p>

## Where we find Science in our EYFS Curriculum?

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