



## Science Curriculum Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> <li>➤ Uses all his/her senses in hands-on exploration of natural materials. (TNW)</li> <li>➤ Actively collects and enjoys transporting materials</li> <li>➤ Follow adult prompts to explore simple</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is beginning to make sense of his/her own life-story and his/her family's history. (PP)</li> <li>➤ Explores collections of materials with similar and/or different properties. (TNW)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explores and talks about different forces he/she can feel. (TNW)</li> <li>➤ Collect particular materials for a purpose.</li> <li>➤ Explores how things work. (PCC)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plants seeds and cares for growing plants. (TNW)</li> <li>➤ Understands the key features of the life cycle of a plant and an animal. (TNW)</li> <li>➤ Is beginning to understand the need to respect and care for the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talks about what he/she sees, using a wide vocabulary. (TNW)</li> <li>➤ Talks about the differences between materials and changes he/she notices. (TNW)</li> <li>➤ Answer closed and anticipatory questions in simple adult led</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is able to make healthy choices about food, drink, activity and toothbrushing. (FM)</li> <li>➤ Understand 'why' questions like: 'Why do you think the caterpillar got so fat?'</li> </ul>

	<p>sensory properties of everyday materials and demonstrate engagement facially or through body movement.</p> <p>➤ Engage in joint attention with adults for short periods of time in respectful observations of living things.</p>	<p>➤ Name family members in photographs</p> <p>➤ Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>➤ Use some very simple adjectives to describe the sensory properties of everyday materials.</p>		<p>natural environment and all living things. (TNW)</p> <p>➤ Collect particular materials for a purpose and explain.</p> <p>➤ Respond appropriately to adult guidance to treat living things with care.</p>	<p>experiments about the properties of materials</p> <p>➤ Actively explore properties of everyday materials through spontaneous experimentation narrating findings.</p>	
Reception	<p>Learns new vocabulary</p> <p>Manages his/her own</p>	<p>Learns new vocabulary</p> <p>Manages his/her own</p>	<p>Learns new vocabulary</p> <p>Makes comments</p>	<p>Learns new vocabulary</p> <p>Manages his/her own</p>	<p>Learns new vocabulary</p> <p>Manages his/her own basic</p>	<p>Learns new vocabulary</p> <p>Makes comments</p>

	<p>basic hygiene and personal needs including dressing and going to the toilet and understand the importance of healthy food choices (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Asks questions to find out more and to check he/she understands</p>	<p>basic hygiene and personal needs including dressing and going to the toilet and understand the importance of healthy food choices (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Asks questions to find out more and to check he/she understands</p>	<p>about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p>Manages his/her own basic hygiene and personal needs including dressing and going to the toilet and understand the importance of</p>	<p>basic hygiene and personal needs including dressing and going to the toilet and understand the importance of healthy food choices (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Asks questions to find out more and to check he/she understands</p>	<p>hygiene and personal needs including dressing and going to the toilet and understand the importance of healthy food choices (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Asks questions to find out more and to check he/she understands</p>	<p>about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p> <p>Manages his/her own basic hygiene and personal needs including dressing and going to the toilet and understand the importance of healthy food choices (ELG)</p> <p>Knows and can talk about the different factors that support his/her overall health and</p>
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	<p>what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>	<p>what has been said to him/her</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Uses new vocabulary in different contexts</p> <p>Explores the natural world</p>	<p>healthy food choices (ELG)</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>	<p>what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Uses new vocabulary in</p>	<p>what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Uses new vocabulary in different contexts</p>	<p>wellbeing; regular physical activity</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; toothbrushing</p> <p>Knows and can talk about the different factors that support his/her overall</p>
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	<p>Uses new vocabulary in different contexts</p> <p>Explores the natural world around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Explores the natural world around him/her,</p>	<p>around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing</p>	<p>Uses new vocabulary in different contexts</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Recognises some environments that are different to the one in which he/she lives</p> <p>Understands the effect of changing seasons on the natural world around him/her</p>	<p>different contexts</p> <p>Explores the natural world around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Recognises some environments that are different to the one in which he/she lives</p> <p>Understands the effect of changing seasons on the natural world around him/her</p>	<p>Explores the natural world around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</p>	<p>health and wellbeing; sensible amounts of 'screen time'</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; having a good sleep routine</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian</p>
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	<p>making observations and drawing pictures of animals and plants (ELG)</p> <p>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Understands some important processes and</p>	<p>states of matter (ELG)</p>	<p>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</p> <p>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</p>	<p>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</p> <p>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</p>		<p>Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work</p>
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	<p>changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>		<p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>	<p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>		<p>and why things might happen</p> <p>Uses new vocabulary in different contexts</p> <p>Explores the natural world around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Understands the effect of changing seasons on the natural world around him/her</p> <p>Explores the natural world around</p>
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						<p>him/her, making observations and drawing pictures of animals and plants (ELG)</p> <p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>
Year 1	<p>Everyday Materials</p> <p>(Seasonal Changes)</p>	<p>Animals including Humans</p> <p>(Seasonal Changes)</p>	<p>Plants</p> <p>(Seasonal Changes)</p>			

Year 2	Everyday Materials		Animals including Humans		Plants	Living things and their habitats
Year 3	Animals including Humans	Forces	Forces	Rocks and Soils	Plants	Light
Year 4	Electricity	Sound	Animals including Humans		Properties and Changes of materials	Living things and their habitats
Year 5	Earth and Space	Forces	Properties and Changes of materials	Separation of mixtures	Living things and their habitats	Animals including Humans
Year 6	Animals including Humans	Electricity	Evolution and Inheritance	Living things and their habitats	Living things and their habitats	Light