






# SCIENCE OVERVIEW

## EYFS

	SCIENCE OVERVIEW		
	AUTUMN	SPRING	SUMMER
<b>CYCLE A</b>	<p><b>TERM 1</b>  <b>BIG IDEA:</b> SEASONAL CHANGES  <b>End point assessment:</b> What are the seasons and how do I know?</p> <p><b>BIG IDEA:</b> MY BODY  <b>END POINT ASSESSMENT:</b> Can I name and locate parts of my body?</p> <p><b>TERM 2</b>  <b>BIG IDEA:</b> MATERIALS  <b>End point assessment:</b> What different materials are there?</p>	<p><b>TERM 3</b>  <b>BIG IDEA:</b> FLOATING AND SINKING  <b>End point assessment:</b> What objects float and what objects sink?</p> <p><b>TERM 4</b>  <b>BIG IDEA:</b> PLANT GROWTH  <b>End point assessment:</b> What do plants need to grow?</p>	<p><b>TERM 5</b>  <b>BIG IDEA:</b> LIFE CYCLES  <b>End point assessment:</b> What is a life cycle?</p> <p><b>TERM 6</b>  <b>BIG IDEA:</b> MINIBEASTS AND HABITATS  <b>End point assessment:</b> What is a habitat?</p>
	KS1		
	AUTUMN	SPRING	SUMMER
<b>CYCLE A</b>	<p><b>TERM 1</b>  <b>BIG IDEA:</b> SEASONAL CHANGES  <b>End point assessment:</b> How do living things change during different seasons?</p> <p><b>TERM 2</b>  <b>BIG IDEA:</b> MATERIALS  <b>End point assessment:</b> Why are different objects made from different materials?</p>	<p><b>TERM 3</b>  <b>BIG IDEA:</b> ANIMALS AND HUMANS  <b>End point assessment:</b> How can we organise and classify animals?</p>	<p><b>TERM 5</b>  <b>BIG IDEA:</b> PLANTS  <b>End point assessment:</b> How can we organise and classify plants?</p>
<b>CYCLE B</b>	<p><b>TERM 1</b>  <b>BIG IDEA:</b> USE OF EVERYDAY MATERIALS</p>	<p><b>TERM 3</b>  <b>BIG IDEA:</b> ANIMALS INCLUDING HUMANS</p>	<p><b>TERM 5</b>  <b>BIG IDEA:</b> PLANTS  <b>End point assessment:</b></p>

	<p><b>End point assessment:</b> What makes a material suitable for it's object?</p>	<p><b>End point assessment:</b> How do living things change over time?</p> <p><b>TERM 4</b>  <b>BIG IDEA:</b> LIVING THINGS AND THEIR HABITATS  <b>End point assessment:</b> How do living things survive in their habitat?</p>	<p>How do living plants grow and stay healthy?</p>
	LKS2		
	AUTUMN	SPRING	SUMMER
CYCLE A	<p><b>TERM 1</b>  <b>BIG IDEA:</b> ELECTRICITY (Y4)  <b>End point assessment:</b> Can I construct a simple electrical circuit? Can I recognise conductors and insulators?</p> <p><b>TERM 2</b>  <b>BIG IDEA:</b> LIGHT (Y3)  <b>End point assessment:</b> How does light help us see? Can I describe reflection and how shadows are formed?</p>	<p><b>TERM 3</b>  <b>BIG IDEA:</b> ANIMALS INCLUDING HUMANS  <b>End point assessment:</b> How do animals and humans stay healthy? How do their skeletons and muscles support them?</p> <p><b>TERM 4</b>  <b>BIG IDEA:</b> ANIMALS INCLUDING HUMANS (Y4)  <b>End point assessment:</b> Can I describe the functions of the digestive system and identify the different types of teeth in humans?</p>	<p><b>TERM 5</b>  <b>BIG IDEA:</b> ROCKS AND SOILS (Y3)  <b>End point assessment:</b> Can I compare and group rocks based on their properties and describe how fossils are formed?</p>
CYCLE B	<p><b>TERM 1</b>  <b>BIG IDEA:</b> FORCES AND MAGNETS (Y3)  <b>End point assessment:</b> Can I observe and compare magnetic forces?</p>	<p><b>TERM 3</b>  <b>BIG IDEA:</b> SOUND (Y4)  <b>End point assessment:</b> How is sound made and how do vibrations travel to the ear?</p> <p><b>TERM 4</b>  <b>BIG IDEA:</b> LIVING THINGS AND THEIR HABITATS (Y4)  <b>End point assessment:</b> Can I group and classify living things and describe how changes in environments can have an impact?</p>	<p><b>TERM 5</b>  <b>BIG IDEA:</b> STATES OF MATTER (Y4)  <b>End point assessment:</b> Can I compare and group solids, liquids and gases? Can I observe and describe changes in state?</p> <p><b>TERM 6</b>  <b>BIG IDEA:</b> PLANTS (Y3)  <b>End point assessment:</b> Can I identify and describe the functions of different parts of flowering plants and their life cycle?</p>



# UKS2

## AUTUMN

## SPRING

## SUMMER

### CYCLE A

#### TERM 1

**BIG IDEA:** ELECTRICITY (Y6)

**End point assessment:** How does voltage of cells impact on the brightness or bulbs or loudness of buzzers? Can I recognise symbols used to represent a simple circuit?

#### TERM 2

**BIG IDEA:** LIGHT (Y6)

**End point assessment:** How does light travel and how does this impact how we see things?

#### TERM 3

**BIG IDEA:** ANIMALS INCLUDING HUMANS (Y6)

**End point assessment:** Can I identify and describe the parts and functions of the human circulatory system? How do lifestyle choices impact the way our body's function?

#### TERM 4

**BIG IDEA:** LIVING THINGS AND THEIR HABITATS (Y6)

**End point assessment:** Can I describe and classify living things based on specific characteristics?

#### TERM 5

**BIG IDEA:** EVOLUTION AND INHERITANCE (Y6)

**End point assessment:** Can I recognise that living things have changed over time and can I identify how animals and plants have adapted to suit their environment?

### CYCLE B

#### TERM 1

**BIG IDEA:** FORCES (Y5)

**End point assessment:** Can I explain different forces: gravity, air and water resistance, friction and mechanisms?

#### TERM 2

**BIG IDEA:** PROPERTIES AND CHANGES OF MATERIALS (Y5)

**End point assessment:** Can I compare and group everyday materials on the basis of their properties? Can I test and evidence how changes occur in these materials?

#### TERM 3

**BIG IDEA:** ANIMALS INCLUDING HUMANS (Y5)

**End point assessment:** Can I describe the changes as humans develop to old age?

**TERM 4** BIG IDEA: LIVING THINGS AND THEIR HABITATS (Y5)

**End point assessment:** Can I describe differences in life cycles and the life process of reproduction in some plants and animals?

#### TERM 5

**BIG IDEA:** EARTH AND BEYOND (Y5)

**End point assessment:** Can I describe the movement of the Earth and other planets relative to the sun, and the moon relative to the Earth? Can I explain how day and night occur?