

## Science Curriculum Overview



### Key Stage 1:

YEAR A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – FIRE, FIRE!</b>		<b>GEOGRAPHY – OCEANS (NON-EUROPEAN STUDY – AQUATIC BIOME)</b>		<b>STEAM –</b>	
<b>Area of Science</b>	<b>Uses of everyday materials</b>	<b>Seasonal Change <i>Autumn</i></b>	<b>Living Things &amp; Habitats (excluding micro-habitats)</b>		<b>Plants</b>	
<b>Recall &amp; Revisit Knowledge</b>		Seasonal Change <i>Winter</i>  History link - buildings in The Great Fire	ELG The World: (Make observations of animals and plants and explain why some things occur, and talk about changes) Animals, including Humans (identify common animals including fish, amphibians, reptiles, birds, mammals) Plants (Identify and name – Woodland Learning?) Seasonal Change <i>Spring</i>		Animals, including Humans (importance of diet and exercise) Seasonal Change <i>Summer</i>	

YEAR B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – FAMOUS PEOPLE OF THE PAST</b>		<b>GEOGRAPHY – A PLACE CALLED HOME (LOCAL STUDY – TEMPERATE BIOME)</b>		<b>STEAM - WHAT'S ON YOUR PLATE?</b>	
<b>Area of Science</b>	<b>Everyday Materials</b>	<b>Seasonal Change</b>	<b>Living Things &amp; Habitats (micro-habitats)</b>		<b>Animals, including humans</b>	
<b>Recall &amp; Revisit Knowledge</b>	Seasonal Change <i>Autumn</i>	Seasonal Change <i>Winter</i>	ELG The World: (Make observations of animals and plants and explain why some things occur, and talk about changes) Animals, including Humans (identify common animals including fish, amphibians, reptiles, birds, mammals) Plants (Identify and name – Woodland Learning) Seasonal Change <i>Spring</i>		Seasonal Change <i>Summer</i> Plants (Identify and name linked to seasonal change)	

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Year 3/4:

YEAR A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – A PLACE IN TIME (EGYPTIANS)</b>		<b>GEOGRAPHY – ADVENTURE AWAITS (EUROPEAN STUDY – TUNDRA BIOME)</b>		<b>STEAM–</b>	
<b>Area of Science</b>	<b>Rocks</b>	<b>States of Matter</b>	<b>Living Things &amp; Their Habitats</b>		<b>Plants</b>	<b>Sound</b>
<b>Recall &amp; Revisit Knowledge</b>	KS1 Everyday Materials (name and identify properties)	KS1 Uses of Everyday Materials (Recap how shapes can be changed by squashing, bending etc)	KS1 Living things and their habitats (living, dead, never been alive, name and identify plants and animals, suitable habitats) KS1 Plants (identify and name, label basic structure)		KS1 Living things and their habitats (living, dead, never been alive, name and identify plants and animals, suitable habitats) KS1 Plants (identify and name, label basic structure)	Music Pitch, volume, instruments Electricity (sound sources that run on electricity)

YEAR B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – ROMANS</b>		<b>GEOGRAPHY – WONDERFUL WILTSHIRE (LOCAL STUDY – TEMPERATE BIOME)</b>		<b>STEAM – HEALTHY LIVING</b>	
<b>Area of Science</b>	<b>Light</b>	<b>Electricity</b>	<b>Forces &amp; Magnets</b>		<b>Animals, including humans</b>	
<b>Recall &amp; Revisit Knowledge</b>	Electricity (light sources that run on electricity)	DT – Mechanisms – Levers, linkages & Electricity (End Term 2) Moving picture with light-up feature	KS1 Everyday Materials (compare suitability of a variety of everyday materials)		KS1 Animals, including humans (basic needs, importance of exercise, eating the right amounts of different types of food, hygiene)	

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### Year 5/6:

YEAR A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – WE’LL MEET AGAIN (WWII)</b>		<b>GEOGRAPHY – TROPICAL TREKKERS (S AMERICA – RAINFOREST BIOME)</b>		<b>STEAM -</b>	
<b>Area of Science</b>	<b>Inheritance &amp; Evolution</b>	<b>Forces</b>	<b>Living Things &amp; Habitats</b>		<b>Earth &amp; Space</b>	
<b>Recall &amp; Revisit Knowledge</b>	Year 3/4 Rocks (describe how fossils are formed)	Year 3/4 Forces & Magnets (forces acting with and without direct contact) DT – Mechanisms – Levers, linkages & Electricity Festive Picture	Year 3/4 Living Things & Their Habitats (Grouping living things in a variety of ways, classification keys) DT – Mechanical Systems – electric pulley (Term 4) Exploration buggy		Year 3/4 History Find out why some people think that structures such as Stonehenge might have been used as astronomical clocks (Local study Wiltshire)	

YEAR B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>MAIN THEME</b>	<b>HISTORY – ANCIENT GREECE</b>		<b>GEOGRAPHY – EXTREME EARTH</b>		<b>STEAM – IT’S GOOD TO BE ME!</b>	
<b>Area of Science</b>	<b>Light</b>	<b>Electricity</b>	<b>Properties and Changes of Materials</b>		<b>Animals, including Humans</b>	
<b>Recall &amp; Revisit Knowledge</b>	Year 3/4 Light (Light sources)	Year 3/4 Electricity (construct a circuit, name basic parts) DT – Electrical Systems Festive table decoration	Year 3/4 Forces & Magnets (Comparing and groups everyday materials - magnetic or not) Year 3/4 Electricity (electrical conductors)		Year 3/4 Animals, including humans (parts of the body, internal organs (skeletal, muscular and digestive system))	