

Science Progression/Coverage Map Year B Year A Autumn 1 & 2 Summer 2 Autumn W Autumn 1 & 2 Autumn **Spring 1 & 2** Summer 1 **Spring 1 & 2** Summer 1 Summer 2 1-3 Weeks 1-**STEM focus** History/ Geography **Geography focus Performing History Focus STEM focus Performing** Geography **Visual Art** Foci **Arts focus** focus **Arts focus** focus **Visual Art** focus Crest of a Wave Terrific Time Tales & Teeth We Are Windows, Door & Far, Far, Away Crest of a We Are River Deep, River Deep, Wave Artists Travellers Mountain High Mountain Artists Mirrors (aka Magical Carnival Or High Festival (Ingenious Performance Marvellous Makery) Inventions?) Performance **Y4** Y4 States of matter Electricity 4- Living things and Y4 States of matter Y4 Animals and 4- Living things and habitats Compare and group Y4 – electricity habitats Compare and group humans. materials materials Living things What appliances Living things can be -digestion Solids, Liquids and run on electric? Solids, Liquids and can be grouped teeth Classification keys Gases Create series circuit Gases food chains grouped Changes of state and name parts Environments can Changes of state Predators/prey Classification Measure Identify if a lamp change Measure temperature Compare kevs temperature will light. Change over time **Evaporation and** carnivore/herbivore Environments **Evaporation and** Switches Environment, condensation teeth and draw can change condensation Conductors and conclusions flowering, plant, Change over insulators animal, vertebrate, Vocab; solid, liquid, What damages teeth time Observe a puddle invertebrate, gas, solidify, water, Environment, over time, snow Vocab amphibian, food thermometer, freeze, Vocab: digestion, flowering, melting etc Electricity, electrical wen, carnivore, melt, evaporate, plant, animal, mouth, tongue, How to dry a paper circuit, cell, bulb, omnivore, reptile, condense, saliva, oesophagus, vertebrate, switch, wire, buzzer, transport, stomach, towel organism, nutrition, condensation, heat, invertebrate, **Windy Towers** danger, safety, cool, degrees celcius, excretion, enzymes, acid, teeth, amphibian, conductor, consumer, food water cycle, melting, incisors, canines, food wen, Vocab; solid, liquid, insulator, open, source, predator, warm, cool, water molars, pre-molars, carnivore, gas, solidify, water, closed, prey, respiration, vapour hygiene, floss, brush, omnivore, thermometer, freeze, growth, sensitivity, grinding, chewing, reptile, Observe a puddle melt, evaporate, Observe what habitat ripping, intestines, organism, over time, snow condense, happens when you absorption, prey, nutrition, change things in a condensation, heat, melting etc predator, carnivore, excretion, circuit Y4 Animals and How to dry a paper cool, degrees celcius, herbivore, omnivore. consumer, water cycle, melting, What can you close humans. food source, towel warm, cool, water a circuit with? -digestion **Windy Towers** Electricity predator, prey, teeth Y4 – electricity respiration, vapour Sound Y4 food chains What appliances run growth, Predators/prey on electric?

		How are sounds made? Vibrations Link pitch and objects Distance makes sounds fainter Make careful observations Find patterns in sounds made by different objects Vocab; vibrate, vibration, sound, pitch, volume, louder, quieter, faint, hear, ear, medium, pitch, woodwind, brass, insulate, percussion	Compare carnivore/herbivore teeth and draw conclusions What damages teeth Vocab: digestion, mouth, tongue, saliva, oesophagus, transport, stomach, enzymes, acid, teeth, incisors, canines, molars, pre-molars, hygiene, floss, brush, grinding, chewing, ripping, intestines, absorption, prey, predator, carnivore, herbivore, omnivore.			Create series circuit and name parts Identify if a lamp will light. Switches Conductors and insulators Vocab - Electricity, electrical circuit, cell, bulb, switch, wire, buzzer, danger, safety, conductor, insulator, open, closed,	sensitivity, habitat Sound Y4 How are sounds made? Vibrations Link pitch and objects Distance makes sounds fainter Make careful observations Find patterns in sounds made by different objects Vocab; vibrate, vibration, sound, pitch, volume, louder, quieter, faint, hear, ear, medium, pitch, woodwind, brass, insulate, percussion	
Y3	Y3- Forces and Magnets Compare movement Attraction and repel Compare and group Magnetic poles Set up practical enquiries and fair tests Make careful observations and measurements inc thermometers Use results to draw conclusions and make predictions Car ramp Snowball catapult.	Rocks Compare and group rocks Fossils - how formed Soils - rocks and organic matter Vocab: Rock, mineral, fossil, igneous, metamorphic, sedimentary, sediment, magma, lava, permeable, impermeable Report on findings Change over time Group and classify Set up practical enquiries and fair tests	Y3Animals and nutrition Nutrition from food Skeleton and muscles for support, protection and movement Eg group with/without skeletons Plan meal plans Make careful observations and measurements inc thermometers Identify differences, similarities and changes Key vocab: Nutrition, vitamins, minerals, fat, protein, carbohydrates, water, skeleton, support, brain, ribs,	Plants - functions and parts Requirements for growth Investigate water transport in plants eg carnations in dyed water Explore role of flowers Identify differences, similarities and changes Use results to draw conclusions and	Rocks Y3Compare and group rocks Y3-Fossils - how formed Y3-Soils - rocks and organic matter Vocab: Rock, mineral, fossil, igneous, metamorphic, sedimentary, sediment, magma, lava, permeable, impermeable Y3- Forces Compare movement Report on findings Change over time	Y3 Y3- Forces and Magnets Compare movement Attraction and repel Compare and group Magnetic poles Key Vocab: Force , push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South Animals and nutrition	Use keys to explore plants and animals Y3Plants - functions and parts Y3 Requirements for growth Y3 Investigate water transport in plants eg carnations in dyed water Explore role of flowers Identify differences,	

	Eg how far do things move on different surfaces? Uses for magnets? Key Vocab: Force , push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South	Y3 – light Dark is absence of light Light reflects Sunlight is dangerous Shadows when opaque blocks light Patterns in shadows changes Vocab; day, night, light, dark, reflect, reflection, shadow, opaque, translucent, light source, block Use results to draw conclusions Set up simple practical enquiries	heart, lungs, intestines, stomach, teeth, support, protect, movement, muscle, joint, diet	make predictions Vocabulary: plant, tree, leaf, stem, root, trunk, growth, sunlight, water, seed, bulb, flower, blossom, petal, flower, nectar, transportation, pollination, seed dispersal, air, light, water, nutrients Skills and STEM investigations Sound Ask q's and use different scientific enquiries to solve them and support findings	Group and classify Set up practical enquiries and fair tests Y3 – light Dark is absence of light Light reflects Sunlight is dangerous Shadows when opaque blocks light Patterns in shadows changes Vocab; day, night, light, dark, reflect, reflection, shadow, opaque, translucent, light source, block Use results to draw conclusions Set up simple practical enquiries	Nutrition from food Skeleton and muscles for support, protection and movement Eg group with/without skeletons Plan meal plans Make careful observations and measurements inc thermometers Identify differences, similarities and changes Key vocab: Nutrition, vitamins, minerals, fat, protein, carbohydrates, water, skeleton, support, brain, ribs, heart, lungs, intestines, stomach, teeth, support, protect, movement, muscle, joint, diet	similarities and changes Use results to draw conclusions and make predictions Vocabulary: plant, tree, leaf, stem, root, trunk, growth, sunlight, water, seed, bulb, flower, blossom, petal, flower, nectar, transportation, pollination, seed dispersal, air, light, water, nutrients	
Y2	Y2 - Everyday materials Identify and compare suitability of materials. Change shape by squashing, bending and twisting. Simple tests to explore questions eg best material for an umbrella? Identify and classify Wood, metal, plastic, glass, rock, leather, hard, soft, smooth, squas, bend, glass, stretch, twist, rough	Y2 Animals including humans -offspring needs for survival exercise, diet and hygiene Perform simple tests and record data (heart rate) compare and contrast animal photos group animals (sort and classify) Vocab: offspring, adults, grow, water, food, diet, air, exercise, hygiene, nutrition, baby, toddler, child, teenager, adult, reproduce, eggs, chicks, chicken	Y2- Living things and habitats Alive, dead, never alive Habitats Link plants/animals to habitats Food chains Sort and classify and record in a chart. Explore questions eg is a flame alive? Construct simple food chains. Y2 Identify the basic structure of common flowering plants what do plants need to grow? Grow bulbs Observe closely		This year Y1 - Plant growth (this year to cover growth) Evergreen and deciduous Gathering data Growing hyacinth bulbs Y2 - Everyday materials Identify and compare suitability of materials. Change shape by squashing, bending and twisting. Simple tests to explore questions eg best material for an umbrella? Identify and classify	Y2 Animals including humans -offspring needs for survival exercise, diet and hygiene Perform simple tests and record data (heart rate) compare and contrast animal photos group animals (sort and classify) Vocab: offspring, adults, grow, water, food, diet, air, exercise, hygiene, nutrition, baby, toddler, child, teenager, adult, reproduce, eggs, chicks, chicken	Y2- Living things and habitats Alive, dead, never alive Habitats Link plants/animals to habitats Food chains Sort and classify and record in a chart. Explore questions eg is a flame alive? Construct simple food chains. Y2 Identify the basic structure of common flowering plants	

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			Skills and STEM	Gather and record		Use of everyday		what do plants	
			investigations	data – bean diary		materials – link to		need to grow?	
			Ask simple questions	Vocab; Deciduous,		sewing		Grow bulbs	
			and answer them in	evergreen, leaf,		Wood, metal, plastic,		Observe closely	
			different ways	trunk, garden plant,		glass, rock, leather,		Gather and	
				wild plant, fruit,		hard, soft, smooth,		record data –	
				vegetable, bulb,				bean diary	
			Use observations and	flower, stem, roots,		squas, bend, glass,		Journal of	
			ideas to answer	sunlight, water, seed,		stretch, twist, rough		Vocab;	
			questions	_					
				temperature				Deciduous,	
								evergreen, leaf,	
								trunk, garden	
								plant, wild	
								plant, fruit,	
								vegetable, bulb,	
								flower, stem,	
								roots, sunlight,	
								water, seed,	
								temperature	
Y1	Mai	terials and their	Which material	ask simple questions	identify and	Seasonal Change	We learn about animals	We learn about	
• =			will make the	and recognise that they	name	· observe changes	including humans and we	Plants and we	
	use			can be answered in	variety of	across the 4 seasons	can	can	
	dist	tinguish between	best kite?	different ways	common	· observe and describe	identify and name a	identify and name	
	an o	object and the	observe closely,	STEAM: How can	wild and	weather associated with	variety of common	a variety of	
	mat	iterial from which	using simple	we make a rocket?	garden	the seasons and how day	animals including fish,	common wild and	
			equipment	Will the angle we	plants,	length varies	amphibians, reptiles, birds	garden plants,	
		s made	perform simple	launch our rocket	including	Vocab; spring, summer,	and mammals	including	
	idei	nniv and compare i	tests	at change how far	deciduous	autumn, winter, day,	identify and name a	deciduous and	
	the	suitahility of a		it will fly?	and	night, daytime, rain, wind,	variety of common	evergreen trees	
		ciety of everyday	identify and classify	observe closely, using	evergreen	snow, sleet, hail, fog,	animals that are	identify and	
			use our	simple equipment	trees	warm, cold	carnivores, herbivores and	describe the basic	
			observations and	perform simple tests	· identify and		omnivores	structure of a	
	woo	od, metal, plastic,	ideas to suggest	identify and classify	describe	Everyday Materials	describe and compare the	variety of	
	glas		answers to	use our observations	the basic	· distinguish between	structure of a variety of	common	
			questions	and ideas to suggest	structure of	an object and the material	common animals (fish,	flowering plants,	
			•	answers to questions	a variety of	from which it is made	amphibians, reptiles, birds	including trees.	
		•	gather and record	gather and record data	common	· identify and name a	and mammals, including	Sunflowers	
	des	scribe the simple	data to help in	to help in answering	flowering	variety of everyday	pets)	observe and	
	phy	ysical properties of	answering	questions.	plants, including	materials, including wood, plastic, glass, metal,	identify, name, draw and label the basic parts of the	describe how seeds and bulbs	
			questions		trees	water, and rock	human body and say	grow into mature	
		iterials			11663	· describe the simple	which part of the body is	plants Grow	
			We learn about		We will name a	physical properties of a	associated with each	beans in jars &	
	con	mnare and group	animals including		variety of	variety of everyday	sense.	keep a diary.	
	tog	- a + la a a a a a a: a + a f	humans and we can		common wild	materials	We will discover how	Grow sunflowers.	
				Plants	and garden	· compare and group	animals are grouped and	find out and	
			identify and name a		plants by	together a variety of	describe them using	describe how	
			variety of common	identify and name a	observing	everyday materials on the	scientific words. We will	plants need	
	sim	nple physical	animals including	variety of common	closely and	basis of their simple	use our knowledge to	water, light and a	
	pro	perties	fish, amphibians,	wild and garden	comparing and	physical properties	create a zookeepers	suitable	
			reptiles, birds and	plants, including	contracting	We will go on a materials	handbook. (Drama into	temperature to	
	Voc		mammals	deciduous and	plants we find	walk, collect and sort	writing)	grow and stay	
		• •	identify and name a	evergreen trees	on our plant	objects by their materials,	We will work towards our	healthy. Grow	
	_		•	0 7511 11 000	walk in our	discuss the materials and	RSPB Wild Award (Bird	seeds in different	
	Haic	a, Jore, Juli, Tougil,	variety of common		locality. We will		watch, make and observe		

smooth, shiny, dull,	animals that are	identify and	sketch what we	make faces in the style of	a hog house, make bird	places, where do	
waterproof, absorbant,	carnivores,	describe the basic	find and record	Arcimboldo.	feeders,.)	they grow best?	
brick, paper, fabric,	herbivores and	structure of a	thoughts on	Linked to The Great Fire of	Vocab: Fish, reptiles,	(STEM	
elastic, foil	omnivores	variety of common	post its.	London we will explore the	mammals, carnivore,	website,	
	describe and	flowering plants,	We will discover	properties of a bucket & discover the best material	herbivore, omnivore,	Darwin's	
			the basic structure of a	for a bucket today. We will	insect, minibeast,	thinking	
	compare the	including trees	flowering plant	record our results in a	fish, bones, skeleton,	walk, spot	
	structure of a		and a tree. We	chart.		the plant,	
	variety of common		will name the	chart.	bird,	help.)	
	animals (fish,		different parts		Senses, touch, taste,	Seasonal Change	
	amphibians,		and describe	Vocab: wood, plastic,	smell, sight, hearing,	· observe	
	reptiles, birds and		what they are	glass, metal, rock, water,	Concernal Change	changes	
	-		for. We will	hard, soft, stiff, rough, smooth, shiny, dull,	Seasonal Change observe changes	across the 4	
	mammals, including		look at the	waterproof, absorbent,	across the 4 seasons	seasons	
	pets)		bobac tree from	brick, paper, fabric,	observe and describe	· observe and	
	identify, name,		The Gambia.	elastic, foil	weather associated	describe	
	draw and label the		We will group		with the seasons and	weather	
	basic parts of the		and classify	Francisco and	how day length varies	associated	
	human body and		seeds and	Evergreen and	Vocab; spring, summer,	with the	
	say which part of		compare and	deciduous	autumn, winter, day,	seasons and	
			contrast. We	Growing hyacinth	night, daytime, rain, wind,	how day	
	the body is		will plant	bulbs	snow, sleet, hail, fog,	length varies	
	associated with		runner beans or		warm, cold		
	each sense.		sunflowers and			STEAM: How will	
	Vocab: Fish,		record what		Name animals:	Jack escape from	
	reptiles, mammals,		happens to		Carnivore, herbivore,	the beanstalk?	
	carnivore,		them. We will		omnivore	Create a	
	herbivore,		record their height in a		Structure of animals	parachute for Jack to use.	
	· ·		chart/table.			Think about the	
	omnivore, insect,		We will explore		Parts of a human	best materials	
	minibeast, fish,		how we can		body	and the size for	
	bones, skeleton,		take care of			the best escape.	
	bird,		plants and			Vocab; leaves,	
	Seasonal Change		flowers in the			flowers,	
	observe changes		wild and those				
	_		which we grow.			deciduous,	
	across the 4		We will explore			evergreen	
	seasons		the conditions			(blossom),	
	· observe and		needed for a			petals, fruit,	
			plant/seed to			roots, bulb,	
	describe		grow.			seed, trunk,	
	weather		_			branches,	
			observe				
	associated with		changes across			stem	
	the seasons and		the 4 seasons observe and				
	how day length		describe				
	•		weather				
	varies		associated with				
	Vocab; spring, summer,		the seasons and				
	autumn, winter, day,		how day length				
	night, daytime, rain,		varies				
	wind, snow, sleet, hail,						
	fog, warm, cold						

			Skills and STEM									
			investigations									
YR		Making observations and	Ask simple questions	observing closely,			Making observation		What's the		observing	
		asking questions about	and recognize that they	performing simple tests			asking questions ab		between a v	volf and a	closely,- make	
		the familiar, the place we	can be answered in	identify and classify, know	w similarities and		the familiar, the pla		dog?		observations of	
		live and the natural world	different ways	differences in objects, ma	aterials and living		live and the natural	world	What can w	e learn from	plants, plant	
		Identify everyday	Which paper will	things			and ourselves;		animal teeth	n and bones?	seeds and beans	
		materials e.g glass, brick,	make the best	use our observations and	l ideas to suggest		Identify everyday		What do wo	lves eat?	performing	
		rock, paper, plastic,	aeroplane?	answers to questions			materials e.g glass, l	brick,	What is thei	r habitat?	simple tests-	
		metal, clay and cardboard	observe closely, using	observe changes across t	he four seasons		rock, paper, plastic,	metal,	What about	bears? Do	floating and	
		for particular uses	simple equipment	Name plants and trees, id	dentify their		clay and cardboard	for	they live in t	he UK? Polar	sinking	
		Talking about things we	perform simple tests	leaves and seeds, make v	vild garlic pesto		particular uses.		bears?		identify and	
		have observed inc. plants,	identify and classify	Un-nature trail- looking a			Talking about things	s we	What do ou	r teeth do?	classify, know	
		animals, natural and	use our observations	environment			have observed inc.		How can we	look after our	similarities and	
		found objects	and ideas to suggest	Lifecycle of caterpillar to	butterfly, tadpole		animals, natural and		teeth?		differences in	
		compare and group	answers to questions	to frog	,, ,		objects-changing of		Investigate of	different	objects, materials	
		together a variety of	Investigating paper	Plant sunflower and bear	n seeds, lifecycle		seasons, Autumn, W		_	hich material	and living things	
		everyday materials on	airplanes	of a bean	, ,		hibernating animals		is best to bu		observe changes	
		the basis of their simple		How is paper made? Are	all papers strong?		changes	,	from?		across the four	
		physical properties		In Science we will discove			compare and group		identify and	classify-	seasons	
		Talk about why things		materials/objects float a			together a variety o		which anima		Name plants and	
		happen and how things		use our findings to design			everyday materials			ich animals lay	trees, identify	
		work		that floats. Can the boat			basis of their simple		eggs?	,	their leaves and	
		Developing an		many pennies?	ou, a .ouuo		physical properties-		-880.		seeds	
		understanding of growth,		many permies.			are things made of?				Lifecycle of	
		decay and changes over					Look at collection of				caterpillar to	
		time					kitchen	i ilictai			butterfly, tadpole	
		Show care and concern					equipment/househo	old			to frog	
		for living things and the					objects-are they	olu			Plant sunflower	
		environment					magnetic?				and bean seeds,	
		environment					magnetic:				lifecycle of a bean	
											We will discover	
											which	
											materials/objects	
											float and sink. We	
											will use our	
											findings to design	
											& create a boat	
											that floats. Can	
											the boat carry a	
											load? How many	
											pennies?	
Values	Friendship	Friendship Respect	Hope Forgiveness	Perseverance	Generosity	Friendship	Friendship Re	espect	Норе	Forgiveness	Perseverance	Generosity
	•					•		-		-		