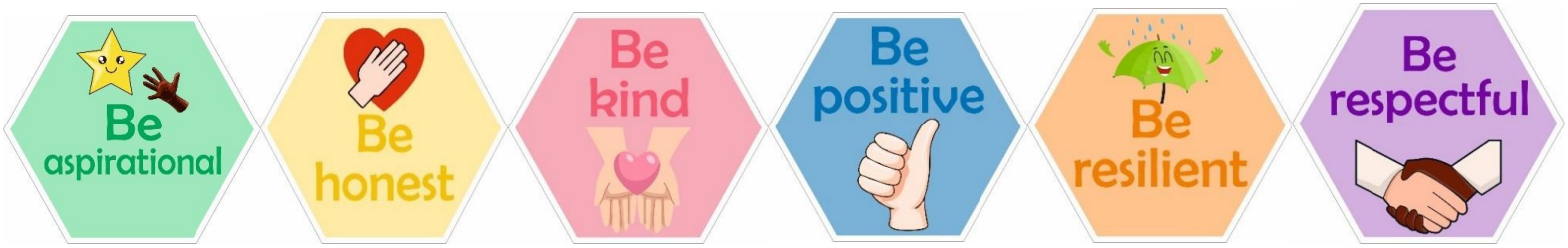
Mablethorpe Primary Academy Science Subject Overview



Year A	Nursery	Reception	Year 1 / 2	Year 3 /4	Year 5 /6
Term 1	**Understanding the world around them.**	**Understanding the world around them.** Introduced indirectly through a range of activities that will encourage a child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.	**Materials- Links to Toys** distinguish between an object and the material from which it is made (1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1) describe the simple physical properties of a variety of everyday materials (1) compare and group together a variety of everyday materials on the basis of their simple physical properties (1) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and	**Sound- no links to Stone Age- learning the skills ready to perform T2 Rainforest** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it	**Electricity- no links to the War of the Roses** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.

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			cardboard for particular uses (2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (2) **Linked specifically to materials with context linked to toys.**	recognise that sounds get fainter as the distance from the sound source increases.	
Term 2			**Materials- Links to Nativity** distinguish between an object and the material from which it is made (1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1) describe the simple physical properties of a variety of everyday materials (1) compare and group together a variety of everyday materials on the basis of	**Sound- links to Rainforest** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the	**Electricity- no links to Tudors** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

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			their simple physical properties (1) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (2) **Linked specifically to materials with context linked to Nativity.**	object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	use recognised symbols when representing a simple circuit in a diagram.
Term 3			**Animals including Humans- Links to Nocturnal animals.** explore and compare the differences between things that are living, dead, and things that have never been alive (2)	**Electricity- no links to Romans** identify common appliances that run on electricity. construct a simple series electrical circuit, identifying and naming its	**Animals including Humans- links to Human Body** identify and name the main parts of the human circulatory system, and describe the functions

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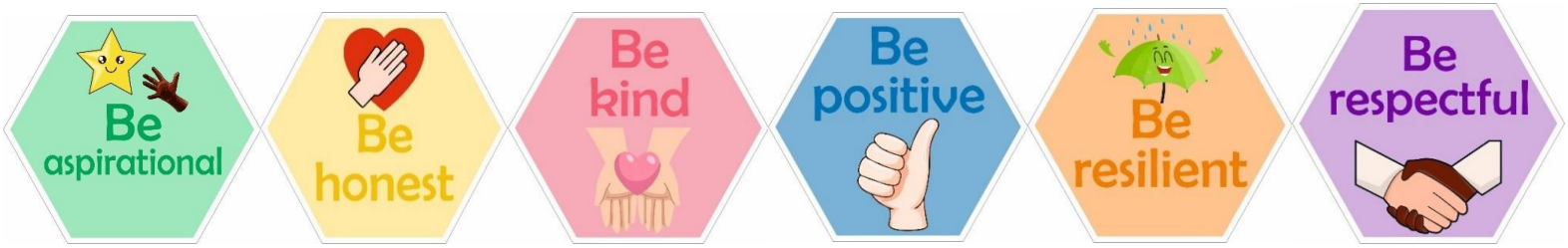

			describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (1) identify and name a variety of common animals that are carnivores, herbivores and omnivores (1)	basic parts, including cells, wires, bulbs, switches and buzzers. identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. recognise some common conductors and insulators, and associate metals with being good conductors.	of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function describe the ways in which nutrients and water are transported within animals, including humans.
Term 4			**Animals including Humans- Links to Castles and Dragons.** explore and compare the differences between things	**Classification- Links to Castles and Dragons** recognise that living things can be grouped in a variety of ways.	**Living things and their Habitats- links to Castles and Dragons** describe how living things are classified into broad

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			that are living, dead, and things that have never been alive (2) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (1) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (1) identify and name a variety of common animals that are carnivores, herbivores and omnivores (1).	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things. (Year B)	groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
Term 5			**Plants- Links to Gardens and Allotments.** identify and describe the basic structure of a variety of common flowering plants, including trees. (1) identify and name a variety of common wild and garden	**Animals including Humans- Links to Egyptians- mummification** describe the simple functions of the basic	**Evolution and Inheritance- links to theme Evolution and Inheritance** recognise that living things have changed over time and that fossils provide information about living

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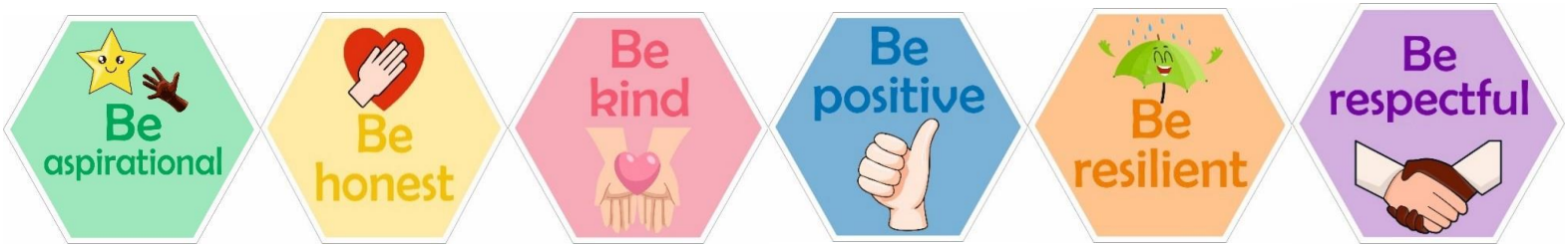

			plants, including deciduous and evergreen trees (1) observe and describe how seeds and bulbs grow into mature plants, (2) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (2) **Links to Outdoor Learning aspects and observations overtime watching growth of their bulb.**	parts of the digestive system in humans identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey (Year B)	things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Term 6			**Living things and their Habitats- Links to Seaside** identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different	**States of Matter- Links to Watercycle** compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or	**Light- Links to Greeks- vision and mathematician Euclid** recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects

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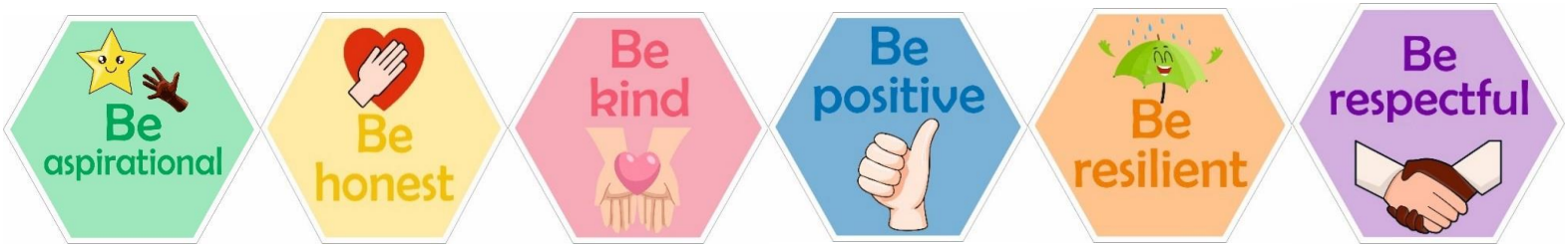

			kinds of animals and plants, and how they depend on each other (2) identify and name a variety of plants and animals in their habitats, including micro-habitats (2) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (2) **Linked specifically to habitats at the Seaside.**	cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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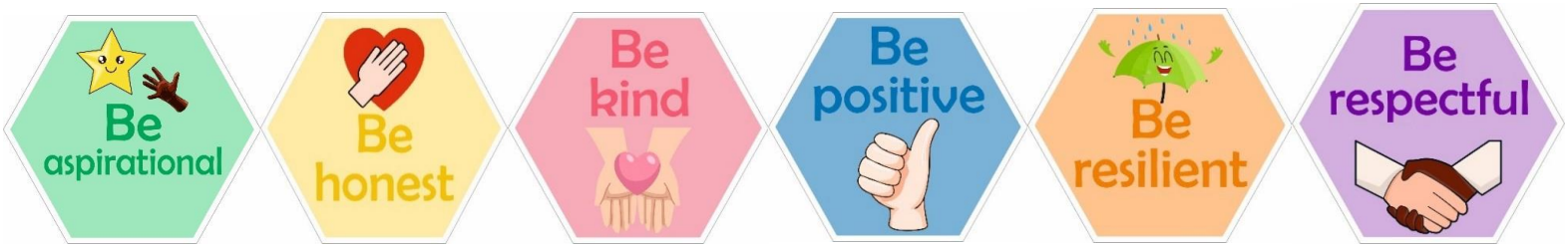

Year B	Nursery	Reception	Year 1 / 2	Year 3 /4	Year 5 /6
Term 1	**Understanding the world around them.**	**Understanding the world around them.** Introduced indirectly through a range of activities that will encourage a child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.	**Animals including Humans – special places** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (1) notice that animals, including humans, have offspring which grow into adults (2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2)	**Magnets and friction- Links to Mablethorpe High Street** compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	**Materials- Links to 1953 Floods** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

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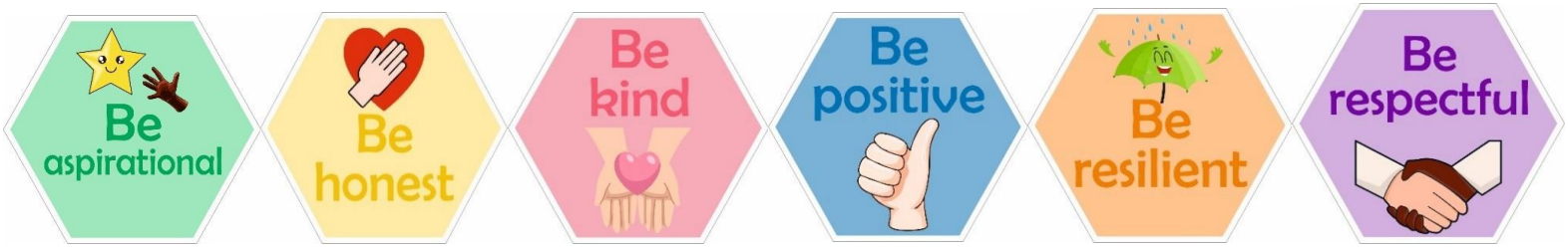

				describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Possibly in Autumn Term a one lesson visit re seed dispersal in local area.	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Term 2			**Animals including Humans- Linked to Nativity** identify, name, draw and label the basic parts	**Animals including Humans – Links** raw and label the basic parts of the human body and say which part of	**Materials- Links to Mayans** compare and group together everyday materials on the

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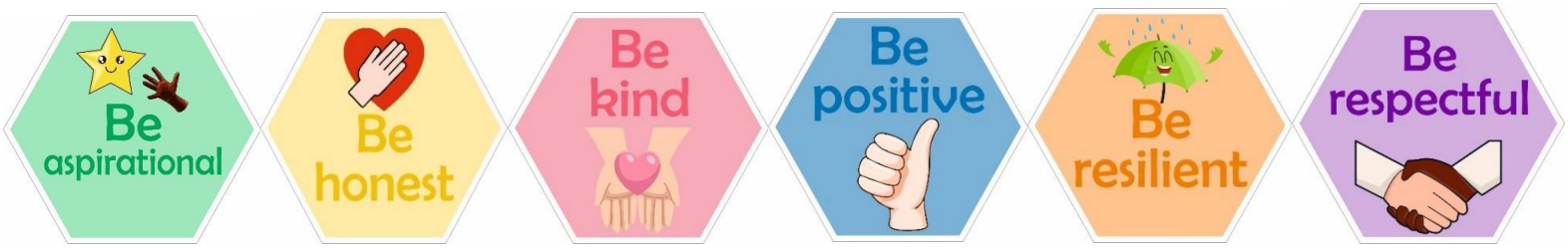

			of the human body and say which part of the body is associated with each sense. (1) notice that animals, including humans, have offspring which grow into adults (2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2)	the body is associated with each sense. (1) notice that animals, including humans, have offspring which grow into adults (2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2) to Greta Thunberg and Sir David Attenborough **<u>Animals Including Humans (Yr4 PoS)</u>** • construct and interpret a variety of food chains, identifying producers, predators and prey. **<u>Classification (Yr4 PoS)</u>**	basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and

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				recognise that environments can change and that this can sometimes pose dangers to living things.	changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Term 3			**Plants/seasonal changes- Links to Benjamin vs Beatrix Potter can be made.** **Links to Outdoor Learning aspects** observe changes across the four seasons (1) observe and describe weather associated	**Rocks and Soils- Links to Volcanoes** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock	**Forces- Links to WW11** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces

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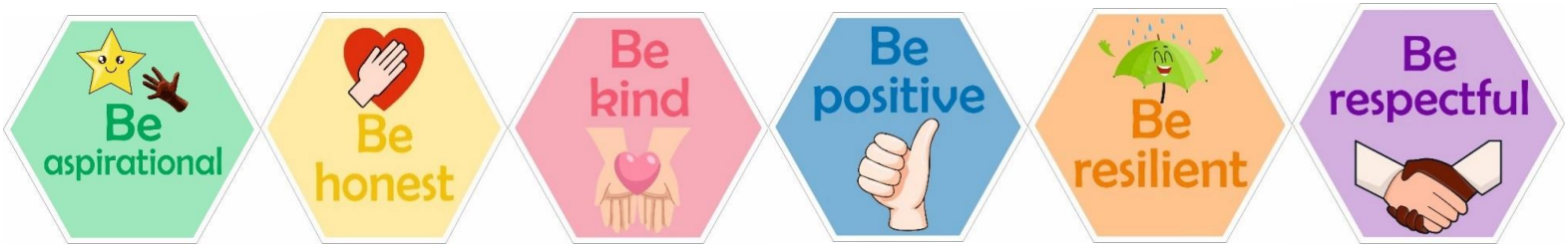

			with the seasons and how day length varies. (1) identify and name a variety of common wild and garden plants, including **deciduous and evergreen trees** – children will look at this element every term alongside the seasonal change aspects (1)	recognise that soils are made from rocks and organic matter.	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Term 4			**Animals including Humans- Links to Farm to Fork.** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (2) *Link back to knowledge and understanding of plants and plant growth*	**Light- no links to Anglo Saxons/ Scotts** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that	**Living things and their Habitats- Links to Woodlands** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.

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			from last year or from EYFS – depending if Yr1 or Yr2 child.	there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.	
Term 5			**Living things and their Habitats- Links to Woodlands** explore and compare the differences between things that are living, dead, and things that have never been alive (2) *Link back to knowledge and understanding of living etc from last year or from EYFS –*	**Plants- Links to Woodlands** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	**Earth and Space- Links to Space Race** describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent

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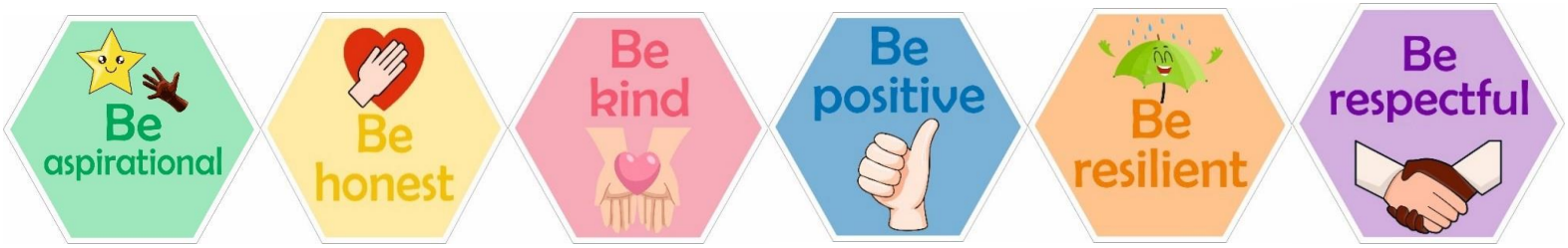

			depending if Yr1 or Yr2 child. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (2) identify and name a variety of plants and animals in their habitats, including micro-habitats (2) identify and name a variety of common animals that are carnivores, herbivores and omnivores (1) describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and	investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	movement of the sun across the sky.

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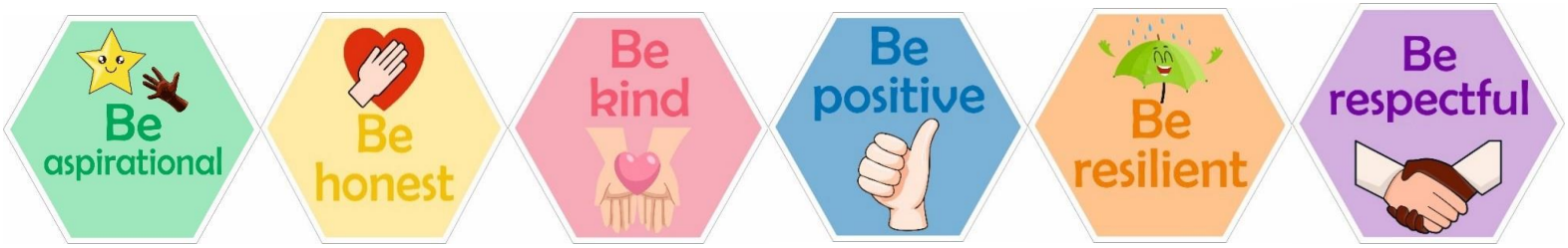

			identify and name different sources of food. (2) **Linked specifically to habitats in the Woodland.**		
Term 6			**Materials- Links to Technology past and present** distinguish between an object and the material from which it is made (1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1) describe the simple physical properties of a variety of everyday materials (1) compare and group together a variety of	**Animals including Humans- Links to Anglo Saxons and the Viking struggle** **Can be made.** identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and	**Animals including Humans- Links to PSHE** describe the changes as humans develop to old age.

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			everyday materials on the basis of their simple physical properties (1) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (2) **Linked specifically to materials.**	muscles for support, protection and movement.	