Cop Lane C of E Primary School – Science Overview 2025-2026

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
			STEM Week – 6th - 15th March 2026 Science Week 6th – 15th March 2026 'Curiosity: What's Your Question?'			
EYFS	Humans *Describe people who are familiar to them *Learn about how to take care of themselves Growing and changing – what do we want to be when we get older? Looking at adults in the community, jobs and roles. Who works in our community? What do you want to be when you grow up? Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year • *IT link - Using easi-scope microscope to view fruit and vegetables.* • Planting bulbs to observe growth and change over time. • Harvesting apples from garden and then watch change over time over the year. • Little Acorn story • Autumn walk bags to take home and fill. Explore back at school and then watch change over time over the year. **Additional incidental science based learning based on interests of children and CP learning**	Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year • Planting bulbs to observe growth and change over time.	Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year Living Things and their Habitats *Explore the plants in the surrounding natural environment *Explore the animals in the surrounding natural environment *Explore plants and animals in a contrasting natural environment Materials including changing materials *Explore a range of materials, including natural materials *Observe, measure and record how materials change when heated and cooled *Compare how materials change over time in different conditions • Saving Supertato experiment	Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year Science Week on the theme of 'Curiosity: What's Your Question?'	Animals, excluding humans *Name and describe animals that live in different habitats *Describe different habitats Living Things and their Habitats *Explore the plants in the surrounding natural environment *Explore the animals in the surrounding natural environment *Explore plants and animals in a contrasting natural environment Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year • Planting seeds and plants outdoors. Monitoring growth of seeds and plants. • Looking at the wider world, how we can look after our world. Using 'Here We Are' as stimulus and also '10 Things I can do to change my world'. • Exploring plants and animals around them and in contrasting natural environments. • Looking at different habitats.	Seasonal change *Play and explore outside in all seasons and different weather *Observe living things throughout the year • Floating and sinking water play. • Observing minibeasts in outdoor areas. • Visit to Bring Yer Wellies

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	Using Explorify to supplement PLAN IT learning				• Visit to Bring Yer Wellies **Scientist – Alexander Von Humboldt**	
Y1	**Seasonal changes** - Observe changes across the four seasons. **Outdoor opportunities:** ***Observe and describe weather associated with the seasons and how day length varies.** **Scientist – David Attenborough** **Humans including the senses** - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday materials** - Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Scientist – Stephanie Kwolek**		**Seasonal changes** - Observe changes across the four seasons. **Outdoor opportunities:** ***Observe and describe weather associated with the seasons and how day length varies.** **Scientist – David Attenborough** **Animals** - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **Scientist – Jane Goodall**		**Seasonal changes** - Observe changes across the four seasons. **Outdoor opportunities:** ***Observe and describe weather associated with the seasons and how day length varies.** **Scientist – David Attenborough** **Plants** – Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. **Outdoor opportunities:** ***Nature walk around school** ***Trip to Hurst Grange Park to compare plants** **Scientist – Jane Colden** **Plants** – Comparing and observing plants over time **Scientist – Jane Colden**	
Y2	**Living things and their habitats, animal survival and growth** – explore and compare the differences between things that are living, dead and things that have never been alive. - 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. - Identify and name a variety of plants in their habitats, including micro habitats. - 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. **Scientist – Chris Packham** **Plants** - observe and describe how seeds and bulbs grow into mature plants – focus on bulbs Plant in Oct/Nov and observe growth over the year		**Plants** - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (grow salad ingredients indoors to link with DT – plant at start of Spring term in order to grow for harvest at end of term) **Outdoor learning opportunity** **Scientist – George Washington** **Animals - Animal Survival and Growth** - notice that animals, including humans, have offspring which grow into adults. (Tadpole to frog and chick to chicken) Observe chicks hatching - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). **Scientist – Local vets in our community**		**Animals – Animal Survival and Growth (Humans)** - Notice that humans have offspring which grow into adults. - Find out about and describe the basic needs of humans, for survival (water, food and air). **Health – How we Grow and Stay Healthy** - Describe the importance for humans of eating the right amounts of different types of food. - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Medicines can be useful when we are ill. - Medicines can be harmful if not used properly. **Outdoor learning opportunity** **Uses of everyday materials** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Scientist – Dr Raquel Prado**	

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Y3	**Forces *Outdoor Learning*** - 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Scientist – Michael Faraday** **Rocks *Outdoor Learning*** – 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. Recognise that soils are made from rocks and organic matter. **The pebble in my pocket – reading focus** **Scientist – Mary Anning**	**Humans/Health/Nutrition** - identify that animals, 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 muscles for support, protection and movement. **Scientist – Local nurse/doctor/paramedic in our community** **Plants *Outdoor Learning*** – 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. 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. **Scientist – Marianne North**	**Light** - 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 there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. **Scientist – Humphrey Davey**
Y4	**Living things and their habitats** - recognise that living things can be grouped in a variety of ways. 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. **Scientist – Joy Adamson** **Teeth and Eating** - describe the simple functions of the basic 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. Healthy Eating and diet – naming 5 food groups and categorising food. Understanding what makes a healthy, balanced meal. Link to Non-Fiction texts	**States of matter** – 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 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. **Electricity** - identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its 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. **Scientist – Charles Fritts or STEM Ambassador**	**Sound** - 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. Recognise that sounds get fainter as the distance from the sound source increases. **Scientist – Local audiologist** **Scientist – 'I'm a scientist' online event to meet a scientist Chemistry scientist**

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Y5	Forces - 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. Outdoor learning Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. DT link **Scientist – Galileo Galilei** Earth and Space - describe the movement of the Earth, and other planets, relative to the Sun in the solar system. – outdoor learning 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 movement of the sun across the sky – outdoor learning UCLAN (The Young Scientist Centre) for a Solar System workshop **Scientist – Maggie Aderin-Pocock**	Observing Life Cycles – describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (egg to duck) Describe the life process of reproduction in some plants and animals. **Scientist – Dr.Paula Kahumbu** Animals, including humans – describe the changes as humans develop to old age. Link to PSHE learning. Continuing into Summer term. **Scientist – Louis Pasteur** **Forces to continue into the Spring term.**	Properties and changes of materials – 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. Computing link 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. River Amazon 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. **Scientist – Becky Schroeder**
Y6	**Animals including humans** – identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. **Scientist – Dr Katharine Dibb (University of Manchester)** **Living things and their environment** – describe how living things are classified into broad 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. **Scientist – Carl Linneaus, Chris Nelson**	**Electricity** - 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. **Scientist – William Kamkwamba, Edith Clarke** **Light** - recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects 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. **Scientist – Ernesta Jonkute Alhazen**	**Evolution and inheritance** - recognise that living things have changed over time and that fossils provide information about living 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. **Scientist – Charles Darwin, Professor Nazneen Rahman**