

# Science overview

|        | Year 1                                    | Year 2                                 | Year 3   | Year 4                                      | Year 5  | Year 6                                 |
|--------|---|--|--|---|---|--|
| Unit 1 | <b>Seasons</b>                            | <b>Local Habitats</b>                  | <b>Rocks, Soils and Fossils</b>                  | <b>Change of State</b>                      | <b>Forces and Mechanisms</b>                      | <b>Classification of Living Things</b> |
| Unit 2 | <b>Human Body and Senses</b>              | <b>Choosing Materials</b>              | <b>Light and Shadow</b>                          | <b>Electricity: Circuits</b>                | <b>Properties and Uses of Materials</b>           | <b>Evolution of Inheritance</b>        |
| Unit 3 | <b>Naming and describing Materials</b>    | <b>Growing Seeds and Bulbs</b>         | <b>Forces: Friction and Magnets</b>              | <b>Human Impact on the Environment</b>      | <b>Earth and Space</b>                            | <b>What Light does</b>                 |
| Unit 4 | <b>Properties and uses of Materials</b>   | <b>Growing up (Animals and Humans)</b> | <b>Movement and Nutrition for the Human Body</b> | <b>Digestion and Food Chains</b>            | <b>Plant and Animal Life Cycles</b>               | <b>Human Circulation</b>               |
| Unit 5 | <b>Animals (vertebrates)</b>              | <b>Changing Materials</b>              | <b>Flowering plants and Plant Growth</b>         | <b>Sound</b>                                | <b>Separating Mixtures and Changing Materials</b> | <b>Electricity: Changing Circuits</b>  |
| Unit 6 | <b>Identifying plants and their parts</b> | <b>Growing Healthy Plants</b>          | <b>Flowering plants Life Cycle</b>               | <b>Classification of Plants and Animals</b> | <b>Human Growth</b>                               | <b>Body Health</b>                     |

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Snap Science provides a progressive approach to teaching Science. The schemes of work provide clear progression through the Key Stages 1 and 2 and allows for the development of Scientific Skills and Vocabulary.

## EYFS

### **Early Learning Goal for Understanding the World (Natural World)**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Three and Four-Year-Olds (Nursery)**

In this stage, children's curiosity deepens and they start making simple observations about the natural world.

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

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## Reception (Four to Five-Year-Olds)

- Explore the natural world around them.
- Describe what they see, hear, and feel while they are outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.