

	Autumn		Spring		Summer	
Year 1	Seasonal Changes Make regular observations and gather data about seasonal change.					
	Everyday Materials Identify, name, group and describe properties of across the Autumn.	Seasonal Changes Observe and describe changes	Animals & Humans Identify basic parts of the human body. Identify, name, group and describe animals.		Plants Identify, name and describe structure of flowering plants.	Seasonal changes Observe and describe changes across Spring and Summer everyday materials.
Year 2	Plants Plant seeds/ bulbs (Gathering evidence, make observations).					
	Uses Of Everyday Materials Identify and compare suitability of everyday materials to their uses	Uses Of Everyday Materials Find out how materials can be changed	Animals & Humans What do animals need to grow and stay healthy? How humans stay healthy Offspring		Plants Seeds and bulbs What do plants need to grow and stay healthy?	Living Things & Habitats Living, non-living and dead Habitats Simple food chains
Year 3	Plant seeds/ bulbs (Gathering evidence, make observations).					
	Light What is light What are shadows Reflectors	Magnets & Forces Friction Magnets	Animals & Humans Nutrition Skeletons and muscles		Plants Functions of part of plants Requirements of plants and varieties Life cycle of a plant	Rocks Compare and group Fossil formation Soil
Year 4	Electricity Series circuits Switches Electrical conductors and insulators	States Of Matter Solids Liquids Gases Material changes	States Of Matter Water Cycle Evaporation Condensation	Animals & Humans Digestive System inc Teeth (Food chains)	Living Things & Habitats Classification keys Environmental changes	Sound How sounds are made Pitch Volume
Year 5	Forces Gravity Air resistance Water resistance Friction Mechanisms	Properties of and Changes in Materials Properties of materials statements	Properties of and Changes in Materials Changes of materials statements	Earth & Space Solar system Lunar system Day and Night	Living Things & habitats Comparing lifecycles Plant and animal reproduction	Animals & Humans Changes and ageing
Year 6	Electricity Voltage Circuit diagrams Component functions	Living Things & Habitats Grouping and classifying animals (including microorganisms) Based upon specific characteristics	Animals & Humans Circulatory system Diet, exercise, drugs and lifestyles Nutrients transportation		Evolution Fossils and changes over time Differences between offspring and parents Adaptations to environment	Light Light travels in straight lines How we see objects Shadow shapes

Considerations When Sequencing the Science Curriculum

- **Ongoing Topics:**
Some topics require coverage throughout the year, such as *Seasonal Changes* and *Plants* in Years 2 and 3. These should be revisited regularly to reflect changes over time and support observational skills.
- **Conceptual Complexity:**
More complex concepts—such as *Sound* in Year 4, *Earth and Space* in Year 5, and *Light* and *Evolution* in Year 6—are best taught later in the year. This allows pupils to build foundational knowledge and cognitive readiness before tackling more abstract ideas.
- **Topic Relationships Within a Year:**
The sequence should reflect logical progression. For example:
 - In Year 4, *States of Matter* should be taught before *Sound*.
 - In Year 5, *Living Things and Their Habitats* should precede *Animals Including Humans*. These sequences support conceptual links and scaffold learning effectively.
- **Topic Length and Splitting:**
Consider the duration and depth of each topic. Some, such as *Animals Including Humans* in Years 1, 2, and 6, and *Properties and Changes of Materials* in Year 5, may benefit from being split across different terms to ensure thorough coverage and understanding.

Additional Notes on Sequencing the Science Curriculum

Year 4

- **Living Things and Their Habitats / Animals Including Humans**
Pupils should be taught to construct and interpret a variety of food chains, identifying producers, predators, and prey.
These objectives fall under the *Animals Including Humans* topic. To support understanding through first-hand experience, this should be taught **after** pupils have visited a habitat and identified the plants and animals within it.
- **States of Matter / Sound**
In the *States of Matter* topic, children learn about solids, liquids, and gases. This foundational knowledge is essential for understanding how **vibrations from sounds travel through a medium to the ear** in the *Sound* topic.
Therefore, *States of Matter* should be taught **before** *Sound*.

Year 5

- **Living Things and Their Habitats / Animals Including Humans**
Before exploring the human life cycle, it is beneficial for pupils to first understand the life cycles of plants and animals.
As such, *Living Things and Their Habitats* should be taught **before** *Animals Including Humans*.
- **Forces / Earth and Space**
Teaching *Forces* first allows pupils to develop an understanding of **gravity**, which can then be applied to their learning in *Earth and Space*—specifically, to explain why planets orbit the Sun and why the Moon orbits the Earth. Therefore, *Forces* should be taught **before** *Earth and Space*.