



Curriculum Overview 2026-2027



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keys Stage 1 (Year 1 and 2)	<u>Human Survival</u>  Use their observations and ideas to suggest answers to questions. Notice that animals, including humans, have offspring, which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. Observe closely, using simple equipment. Gather and record data to help in answering questions.	<u>Habitats</u>  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	<u>Uses of Materials</u>  Identify and classify. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Perform simple tests. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions.	<u>Plant Survival</u>  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.	<u>Animal Survival</u>  Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in their habitats, including microhabitats 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.	<u>Science Enquiry Skills</u>  Children will be completing their own investigations to develop their understanding of science enquiries.



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Lower Key Stage 2 (Year 3 and 4)	<u>Food and the Digestive System</u>  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	<u>Sound</u>  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	<u>States of matter</u>  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	<u>Grouping and classifying</u>  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	<u>Electric circuits and conductors</u>  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	<u>Science Enquiry Skills</u>  Children will be completing their own investigations to develop their understanding of science enquiries.
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Upper Key stage 2 (Year 5 and 6)	<u>Circulatory System</u>  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	<u>Electrical Circuits and Components</u>  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	<u>Frozen Kingdoms</u>  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 Classify plants and animals based on specific characteristics. 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 in straight lines to cause a shadows with the same shape.	<u>Evolution and Inheritance</u>  Learn to 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 adaptations of animals and how this may lead to evolution.	<u>Light Theory</u>  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	<u>Science Enquiry Skills</u>  Children will be completing their own investigations to develop their understanding of science enquiries.
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