

Science Long Term Overview

| | Autumn 1 | Autumn 2 | Sp | oring 1 | Spring | 2 | Summer 1 | Summer 2 |
|-----------|--|--|---|--|--|--|--|---|
| Year 3 | Animals including humans Investigating skeletons and muscles and nutrition. | | Rocks and soils Comparing, grouping and describing formation of rocks, fossils and soils. | | Forces and magnets Identifying, investigating and observing forces and magnetism. | | Light Investigating and defining light, reflect the dangers of the shadow formation a size. | ion, describing functions of parts of plants, |
| Year 4 | Living things and the habitats Grouping and classifyir living things and identify impact of environments change. | Describing the control of the contro | ligestive ng teeth in structing | Comparing materials changes in and gases ar | of matter and grouping , observing solids, liquids and investigating ter cycle. | Sound Identifying how sounds are made, how we hear and investigating patterns. | | Electricity Identifying appliances, investigating a simple series electrical circuit and recognising common conductors and insulators. |
| Year 5 | Earth and Space Describing the movement of the Earth, other planets and the moon, investigating the relative size of these and explaining why we have day and night and seasons. | Forces Explaining, defining and observing gravity, identifying the effects of air resistance, water resistance and friction, and investigating levers, pulleys and gears. | ma Comp groupin | perties of Interials Paring and Ing materials, Ing properties. | Changes of management of the changes of management of the changes of manages of the changes of the changes of the changes of the change of the | mixing, and aterials, versible rsible | Living things and their habitats Animals including humans Describing the differences in the animal life cycles, describing reproduction in plants and animals and identifying the changes in humans. | |
| Year 6 | Light Recognising how light travels, how the eye wo and investigating shado and their shapes. | Evolution and in Recognising ho things have chan | w living ged over g fossils, ring and | Using circuit invest the effect or within a circumber and used, compareasons for variations. | tricity t symbols and tigating n components cuit with the voltage of cells ring and giving ariations in how ents function. | Invest circulate nutrie transport recogn diet, e: lifestyl | including humans igating the human bry system and how ints and water are ted around the body, hising the impact of exercise, drugs and e on the way their bries function. | Living things and their habitats Describing how living things are classified into broad groups focusing on specific characteristics including micro-organisms, plants and animals. |