

Science Curriculum Overview 2024-25

	Nursery Development Matters Understanding of the World	Reception Development Matters and ELCs	Year 1 NC	Year 2 NC	Year 3 NC	Year 4 NC	Year 5 NC	Year 6 NC
Autumn 1	<p>Living Things and Their Habitats SNAP Science Foundation M2 Chemistry – Objects and Materials – L7 Who lives here?</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Animals Including Humans Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live.</p> <p>Seasonal Change SNAP Science Foundation M4 – Our Changing World – L19 Autumn Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations. (Seasons) Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>Animals Including Humans SNAP Science Y1 M6 Using Our 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Use observations and ideas to suggest answers to questions Title – Body Parts (senses) https://pstt.org.uk/download/5691/?tmstv=1680790919</p> <p>Seasonal Change SNAP Science Y1 M3 Sensing Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Observe over time and record data to help in answering questions Title – Seasonal Change https://pstt.org.uk/download/1709/?tmstv=1676641214</p>	<p>Living Things and Their Habitats SNAP Science Y2 M1 Our Changing Words L1-3 Y2 M2 What is in your habitat? 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 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Identifying and classifying Title – Nature Spotters https://pstt.org.uk/download/1726/?tmstv=1676641611</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Gather and record data to help in answering questions. Title – Woodlice habitats. https://pstt.org.uk/download/1730/?tmstv=1676641771</p>	<p>Animals Including Humans SNAP Science Y3 M6 Amazing Bodies 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Ask relevant questions and use different types of scientific enquiries to answer them Title – Investigating the Human Skeleton https://pstt.org.uk/download/5729/?tmstv=1681379147</p> <p>Plants SNAP Science Y3 M2 How does your garden grow? L10 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Living Things and Their Habitats SNAP Science Y4 M6 Human Impact Y4 M7 Who am I? 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Gather, record and classify data Title – Local Environment Survey https://pstt.org.uk/download/2152/?tmstv=1676905154</p>	<p>Earth and Space SNAP Science Y5 M9 The Earth and Beyond Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Plan different types of scientific enquiries to answer their own questions – research Title – Space Travel Questions https://pstt.org.uk/download/2522/?tmstv=1676974662</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Report and present findings from enquiries using appropriate scientific language Title – Solar System Research https://pstt.org.uk/download/2219/?tmstv=1676907146</p>	<p>Evolution and Inheritance SNAP Science Y6 M5 Everything Changes 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Record observations in a results table Title – Camouflaged Moths https://pstt.org.uk/download/2546/?tmstv=1676975361</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Identifying scientific evidence that has been used to support or refute ideas or arguments. Title – Fossil Habitats https://pstt.org.uk/download/2240/?tmstv=1676907956</p>

<p>Autumn 2</p>	<p>Forces SNAP Science Foundation M3 Physics – Movement– L17 – How does my toy work? Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Materials SNAP Science Foundation M2 Chemistry – Objects and Materials – L9-II Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in the natural world around them, changing states of matter.</p> <p>TAPS Focussed Assessment of Working Scientifically Melting, freezing and changes in materials. (Changing States of Matter) Observe closely Title – Frozen Balloons https://pstit.org.uk/download/2550/?tmstv=1676975488</p> <p>TAPS Focussed Assessment of Working Scientifically Explore and perform simple tests Title – Incy Shelter https://pstit.org.uk/download/2554/?tmstv=1676975584</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>Animals Including Humans Continued</p>	<p>Living Things and Their habitats Continued</p>	<p>Light SNAP Science Y3 M4- Can you see me? 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 an opaque object. Find patterns in the way that the size of shadows change</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Gather and record data to answer questions. Title – Can everything make a shadow? https://pstit.org.uk/download/2102/?tmstv=1676903994</p>	<p>Animals Including Humans SNAP Science Y4- M5 Where does all that food go? 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</p> <p>TAPS Focussed Assessment of Working Scientifically Presents findings: Reports collaboratively and individually using a range of methods. Title – Digestion Modelling Link Broken. See File</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Use results to draw simple conclusions, suggest improvements and raise further questions Title – Teeth (eggs) in liquid https://pstit.org.uk/download/2144/?tmstv=1676904626</p>	<p>Forces SNAP Science Y5 M8 Feel The Force 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. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Measure, taking repeat readings Title – Spinners https://pstit.org.uk/download/2185/?tmstv=1676906214</p> <p>TAPS Focussed Assessment of Working Scientifically Doing: using equipment/techniques to measure accurately Title – Titanic Pulleys https://pstit.org.uk/download/2635/?tmstv=1676978322</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Gather and record data using tables and graphs. Title – Craters https://pstit.org.uk/download/2215/?tmstv=1676907019</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Explain the degree of trust in the results Title – Aquadynamics https://pstit.org.uk/download/2181/?tmstv=1676906113</p>	<p>Electricity SNAP Science Y6 M6 Danger Low Voltage 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 a component 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</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Plan a scientific enquiry to answer a question, recognising and controlling variables. Title – Bulb brightness https://pstit.org.uk/download/2231/?tmstv=1676907673</p>
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<p>Spring 1</p>	<p>Animals Including Humans SNAP Science Foundation M1 Biology – Animals and Plants - L1-L4, 6 Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986</p>	<p>Light and Sound SNAP Science Foundation M3 – Physics – Light – L13-L5 Describe what they see, hear and feel whilst outside.</p> <p>TAPS Focussed Assessment of Working Scientifically Explores & observes through play. Makes simple predictions of what might happen. Title – Scooping sounds https://pstt.org.uk/download/2437/?tmstv=1676971751</p> <p>Seasonal Change SNAP Science Foundation M4 – Our Changing World – L22 Winter Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations. (Seasons) Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making</p>	<p>Materials SNAP Science Y1 M7 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Recognise that sorting questions can be answered in different ways. Title – Ways to test transparency https://pstt.org.uk/download/2291/?tmstv=1676909190</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Perform simple tests to compare and group Title – Floating and Sinking https://pstt.org.uk/download/1655/?tmstv=1676640192</p> <p>Seasonal Change SNAP Science Y1 M3 Sensing Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Observe over time and record data to help in answering questions Title – Seasonal Change https://pstt.org.uk/download/1709/?tmstv=1676641214</p>	<p>Uses of Everyday Materials SNAP Science Y2 M4+ Materials – Good Choices Y2 M5 Materials – Shaping Up 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Use of appropriate scientific language to communicate their ideas Title – Sorting Living and Non-Living https://pstt.org.uk/download/2064/?tmstv=1676899681</p> <p>TAPS Focussed Assessment of Working Scientifically Do: gather and record data to help in answering questions. Title – Materials Hunt https://pstt.org.uk/download/5726/?tmstv=1681378894</p>	<p>Light continued</p>	<p>States of Matter SNAP Science Y4+ M2 In a State 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Take accurate measurements using standard units, using a range of equipment including thermometers and data loggers Title – Measuring Temperature https://pstt.org.uk/download/2163/?tmstv=1676905480</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Set up a fair test Title – Drying Materials https://pstt.org.uk/download/2157/?tmstv=1676905296</p>	<p>Properties and Changes to Materials SNAP Science Y5 M4+ Ciel Sorted 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Use test results to make predictions to set up further comparative and fair tests Title – Insulation Layers https://pstt.org.uk/download/2201/?tmstv=1676906659</p> <p>SNAP Science Y5 M5 Everyday Materials Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Plan a scientific enquiry to answer a question recognising & controlling variables Title – Testing Nappy Absorbency https://pstt.org.uk/download/2205/?tmstv=1676906770 OR TAPS Focussed Assessment of Working Scientifically Review: Report and present findings from enquiries, including conclusions and explanations of degree of trust in results Title – Testing Champion Tape https://pstt.org.uk/download/2193/?tmstv=1676906431</p>	<p>Living Things and Their Habitats SNAP Science Y6 M2 The Nature Library Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Plan different types of scientific enquiries to answer their own questions (pattern seeking) Title – Flower Sampling https://pstt.org.uk/download/2542/?tmstv=1676975261 Enquiry Type Silver Thread – Pattern Seeking</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Record the results of a survey using a classification key Title – Outdoor Keys https://pstt.org.uk/download/2257/?tmstv=1676908416</p>
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		use of recently introduced vocabulary.						
Spring 2	<p>Plants SNAP Science Foundation M1 – Biology – Animals and Plants - L5 – Is all of a plant green? 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. Use all their senses in hands-on exploration of natural materials.</p> <p>TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p><i>Living Things and their Habitats</i> Draw information from a simple map. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. 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. Recognise some environments that are different to the one in which they live.</p> <p>TAPS Focussed Assessment of Working Scientifically Record Title – Scavenger Hunt https://pstt.org.uk/download/2577/?tmstv=1676976724</p> <p><i>Seasonal Change</i> SNAP Science Foundation M4 – Our Changing World – L19 Spring Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations. (Seasons) Title – Senses walk</p>	<p>Plants SNAP Science Y1 M4 Plant Detectives 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Observe closely using simple equipment (<i>Observation over time if seasonal</i>) Title – Plant Structure https://pstt.org.uk/download/701/?tmstv=1676640839</p> <p>TAPS Focussed Assessment of Working Scientifically Observing closely Title – Leaf Looking https://pstt.org.uk/download/2281/?tmstv=1676908811</p> <p><i>Seasonal Change</i> SNAP Science Y1 M3 Sensing Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Observe over time and record data to help in answering questions Title – Seasonal Change https://pstt.org.uk/download/709/?tmstv=1676641214</p>	<p><i>Uses of Everyday Materials Continued</i></p>	<p>Forces and Magnets SNAP Science Y3 M5 The Power of Forces 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Gather, record and present data (in a table or bar chart) to help in answering questions Title: Cars down ramps https://pstt.org.uk/download/2088/?tmstv=1676903159</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Set up simple practical enquiries, comparative and fair tests Title: Testing the strength of magnets https://pstt.org.uk/download/2096/?tmstv=1676903803</p>	<p><i>States of Matter continued</i></p>	<p><i>Properties and Changes to Materials Continued</i> SNAP Science Y5 M6 Marvellous Mixtures 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. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Plan a scientific enquiry to answer a question recognising & controlling variables. Title – Dissolving https://pstt.org.uk/download/2197/?tmstv=1676906535 OR TAPS Focussed Assessment of Working Scientifically Do: Gather and record data of increasing complexity using tables Title – Sugar Cube Stack https://pstt.org.uk/download/2210/?tmstv=1676906900</p> <p>TAPS Focussed Assessment of Working Scientifically Presents findings: Collates, organises and summarises findings Title – Dirty Water https://pstt.org.uk/download/2470/?tmstv=1676972845</p> <p>SNAP Science Y5 M7 All Change Explain that some changes result in the formation of new</p>	<p>Light SNAP Science Y6 M7 Light Up Your World 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Plan: Identify different types of scientific enquiries to answer their own questions. Title – Light https://pstt.org.uk/download/5735/?tmstv=1681379450</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Take accurate measurements and records data on a graph Title – Investigating Shadows https://pstt.org.uk/download/2249/?tmstv=1676908148</p>

		<p>https://pstit.org.uk/download/2494/?tmstv=1676973986</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>					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.	
Summer 1	<p>Materials SNAP Science Foundation M2 Chemistry – Objects and Materials – L8 – Which hat is best to wear today? Explore collections of materials with similar and/or different properties.</p> <p>TAPS Focussed Assessment of Working Scientifically Record Title – Scavenger Hunt https://pstit.org.uk/download/2577/?tmstv=1676976724</p> <p>Talk about the differences between materials and changes they notice.</p> <p>TAPS Focussed Assessment of Working Scientifically Recording and Communicating Title – Making Butter https://pstit.org.uk/download/2572/?tmstv=1676976638</p> <p>TAPS Focussed Assessment of Working Scientifically Observe closely Title – Mixing Materials</p>	<p>Plants Draw information from a simple map. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p><i>Plants Continued</i></p>	<p>Plants SNAP Science Y2 M3 The Apprentice Gardener 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Observe closely, using simple equipment Title – Comparing plant growth in different conditions https://pstit.org.uk/download/2060/?tmstv=1676899325</p>	<p>Plants SNAP Science Y3 M2 How does your garden grow? Y3 M1 Our Changing World L6 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Use straightforward scientific evidence to answer questions or to support their findings Title: Function of a plant stem https://pstit.org.uk/download/2112/?tmstv=1676904277</p>	<p>Sound SNAP Science Y4 M3 Good Vibrations 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.</p> <p>TAPS Focussed Assessment of Working Scientifically Review: Identify differences, similarities or changes related to simple scientific ideas and processes Title – String Telephones https://pstit.org.uk/download/2172/?tmstv=1676905718</p>	<p>Living Things and Their Habitats SNAP Science Y5 M2 Circle of Life Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>SNAP Science Y5 M3 Reproduction in Plants and Animals L1-5 Describe the life process of reproduction in some plants and animals.</p> <p>TAPS Focussed Assessment of Working Scientifically Describe the life process of reproduction in some plants and animals Title – Seed Dispersal Survey https://pstit.org.uk/download/2223/?tmstv=1676907349 NB. Activity type season dependent</p>	<p>Animals Including Humans SNAP Science Y6 M3 Body Pump Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>TAPS Focussed Assessment of Working Scientifically Do: Use test result to make predictions to set up further comparative and fair tests Title – Heart Rate Poses https://pstit.org.uk/download/5738/?tmstv=1681379541</p>

	https://pstt.org.uk/download/2490/?tmstv=1676973904 SNAP Science Foundation M2 Chemistry – Objects and Materials – L12 – How do you make a good bubble? Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.							
Summer 2	Light and Sound Explore how things work. Talk about the differences in materials and changes they notice. Seasonal Change SNAP Science Foundation M4 – Our Changing World – L21,23 Summer Explore the natural world around them, making observations and drawing pictures of animals and plants. . Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations. (Seasons) Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant	Forces SNAP Science Foundation M3 – Physics – Movement – L16,17 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Seasonal Change SNAP Science Foundation M4 – Our Changing World – L21,23 Summer Explore the natural world around them, making observations and drawing pictures of animals and plants. . Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. TAPS Focussed Assessment of Working Scientifically I can explore the environment and make observations. (Seasons) Title – Senses walk https://pstt.org.uk/download/2494/?tmstv=1676973986 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Listen attentively and respond to what they hear with relevant	Animals Including Humans SNAP Science Y1 M5 Looking at 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). TAPS Focussed Assessment of Working Scientifically Review: Identify and classify (animal categories) Title – Animal Classification https://pstt.org.uk/download/1644/?tmstv=1676639924 Seasonal Change SNAP Science Y1 M3 Sensing Seasons Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. TAPS Focussed Assessment of Working Scientifically Do: Observe over time and	Animals Including Humans SNAP Science Y2 M6 Take Care Y2 M7 Growing Up Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. TAPS Focussed Assessment of Working Scientifically Review: Using their observations and ideas to suggest answers to questions Title: Comparing hand spans https://pstt.org.uk/download/1720/?tmstv=1676641443	Rocks and Soils SNAP Science Y3 M3 Rock Detectives 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. TAPS Focussed Assessment of Working Scientifically Review: Reporting on findings from enquiries Title – Reporting on Rocks https://pstt.org.uk/download/2134/?tmstv=1676904453	Electricity SNAP Science Y4 M4 Switched On 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. TAPS Focussed Assessment of Working Scientifically Review: Report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. Title – Does it conduct electricity? https://pstt.org.uk/download/2148/?tmstv=1676904757	Animals Including Humans SNAP Science Y5 M3 Reproduction in Plants and Animals L6-8 Describe the changes as humans develop to old age. TAPS Focussed Assessment of Working Scientifically Do: Take measurements using a range of equipment Title – Growth Survey https://pstt.org.uk/download/2177/?tmstv=1676905995	Animals Including Humans continued SNAP Science Y6 M4 Body Health Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



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		<p>questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p>	<p>record data to help in answering questions</p> <p>Title – Seasonal Change</p> <p>https://psti.org.uk/download/1709/?tmstv=1676641214</p>					
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