Science Cycle B 2026-2027

Key stage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	*Plants* • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. • Explore the natural world around them making observations and drawing pictures of plants. *Animals, including humans* • Know and talk about different factors that support their overall health and wellbeing. • Compare length, weight and capacity. • Continue developing positive attitudes about the differences between people. • Explore the natural world around them making observations and drawing pictures of animals *Everyday materials* • Explore collections of materials with similar and/or different properties experimenting with colour, design, texture, form and function. • Create collaboratively sharing ideas, resources and skills. *Seasonal Changes* • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them, eg leaves falling, icicles and snow in Autumn and Winter; lifecycles of tadpoles in the pond, planting seeds, buds and blossom on trees in Spring; fruit on plants, flowers, lifecycles of butterflies in Summer *Living things and their habitats* • Begin to understand the need to respect and care for living things. • Recognise some environments that are different from the one in which they live • Explore the natural world around them. • Know that living things need food and water. *Forces and magnets* • Explore how things work. *Sound* • Explore how to make different sounds with musical instruments. *Properties and changes of materials* • Talk about the differences between materials and changes they notice. • To use words to describe different textures, (rough, smooth soft, hard) • Explore the natural world around them. *Earth and Space* • To know we live on the Earth. • To say what you can see in the sky when it is dark, (stars, moon).					

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KS1 Year 1	**Animals including humans** • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets). • Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.		**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. **Sustainability (non-statutory)** • Explore which materials recycled • Learn the three Rs: reduce, reuse and recycle		**Plants** • Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. • 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.	
	Ongoing: Seasonal change spring to summer • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.		**Ongoing: Seasonal change spring to summer** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.		**Ongoing: Seasonal change spring to summer** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	

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KS1 Year 2	**Living things and their habitats** • 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 micro-habitats • 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		**Uses of everyday materials** • 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.	**Animals including humans** • 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.	**Plants** • 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.	
	Sustainability (non-statutory) • Explore threats to microhabitats and how to create wildlife-friendly gardens		**Sustainability (non-statutory)** • Identify where materials come from and which materials are less harmful to the environment		**Sustainability (non-statutory)** • Explore sustainable ways of growing your own food	
	Ongoing: Seasonal change spring to summer • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.		**Ongoing: Seasonal change spring to summer** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.		**Ongoing: Seasonal change spring to summer** • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies.	

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LKS2 Year 3	**Rocks and Soils** • 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.		**Forces and Magnetism** • 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.		**Plants** • Identify and describe the functions of different parts of plants; roots, stem, 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 ways in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Animals including humans • 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 animals have skeletons and muscles for support, protection and movement.		**Sustainability (non-statutory): Ocean plastics** • Identify and compare the characteristics of a variety of everyday materials, focusing on plastic • Explore what happens to our waste and recycling • Recognise the effect of plastic on food chains in the ocean • Describe the 6Rs and how to implement them in daily life		**Light** • 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 a solid object • Find patterns in the way that the sizes of shadows change.	
	Plants: 1-2 lessons to collect seeds • Explore the role of flowers in the life cycle of flowering plants, including pollination, **seed formation and seed dispersal**		Plants: 1-2 lessons to observe pollination • Explore the role of flowers in the life cycle of flowering plants, **including pollination**, seed formation and seed dispersal		Plants: 1-2 lessons to observe flowers • Explore the role of flowers in the life cycle of flowering plants, **including pollination**, seed formation and seed dispersal	

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LKS2 Year 4	**Sound** • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from a sound 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 sound and the strength of vibrations that produced it. • Recognise that sound gets fainter as the distance from the sound source increases.		**Sustainability (non-statutory):** **KS2 Ocean heroes** • Explore the effect of climate change on oceans • Recognise the importance of the carbon cycle and blue carbon habitats • Explore different habitats and environmental solutions		**Animals including humans** • 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.	
	States of Matter • 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.		**Electricity** • 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.		**Habitats** • 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.	
	Seasonal changes 1-2 lessons to observe habitats in different seasons • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		**Seasonal changes 1-2 lessons to states of matter in different seasons** • Explore changing states of water in different temperatures according to season		**Seasonal changes 1-2 lessons to observe habitats in different seasons** • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	

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UKS2 Year 5 Year 5/6 Year 6	**Light** How we see things • 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.		**Earth and Space** • Describe the movements of the Sun, Earth and Moon • Explore how the rotation of Earth creates day and night • Learn about how Earth's tilt creates seasons • Learn about the phases of the Moon • Discover how theories about our solar system have changed • Investigate the planets in the solar system.		**Properties and changes of materials** • Compare and group materials based on their properties, • Know that some materials will dissolve in liquid to form a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new 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.	
	Electricity • Recap knowledge of electricity and circuits. • Investigate ways in which the brightness of a bulb or speed of a motor is changed • Recognise and use conventional symbols for circuits. • Plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb. • Review and assess understanding of circuits.		**Evolution and inheritance** Interdependence and adaptation • Develop an understanding of the development of evolutionary ideas and theories over time. • Explain how human evolution has occurred and compare modern humans with those of the same genus and family • Understand that adaptation and evolution is not a uniform process for all living things • Give examples of selective and crossbreeding.		**Sustainability (non-statutory)** • Fossil fuels • Reducing air pollution • What carbon is • Reducing our carbon footprint and carbon capture • The sun as an energy source • Wind as an energy source • Water as an energy source	