

**St. Anthony's Catholic Primary, A Voluntary Academy**  
**Science Annual Overview 2026 2027**



|                  | Autumn 1                                                                                                                                               | Autumn 2                                                                                                                                       | Spring 1                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                        | Summer 2                                                                                                                |
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| <b>Reception</b> | <p>Developing a sense of ourselves and families – pictures and descriptions.</p> <p>Space – understanding of space – discover and explore planets.</p> | <p>Discuss changes in seasons – observations of seasonal changes</p> <p>Creating potions and making them explode – ingredients and colours</p> | <p>Exploring different materials and textures – 3 Little Pigs.</p> <p>Observe change in state – melting and freezing.</p>                                                                               | <p>Water resistant materials.</p>                                                                                                                                                                                                                                                    | <p>Investigating new life.</p> <p>Life cycles linked to growing.</p>                                                                                                                            | <p>Animals that live on land and sea.</p>                                                                               |
| <b>Year 1</b>    | <p><u>Animals including Humans</u></p> <p>Identify, name, draw and label the basic parts of the body.</p>                                              | <p><u>Animals including Humans</u></p> <p>Say which part of the body is associated with each sense and perform simple tests.</p>               | <p><u>Everyday Materials</u></p> <p>Identify and name a variety of everyday materials.</p> <p>Describe simple physical properties of everyday materials.</p> <p>Groups together everyday materials.</p> | <p><u>Animals including Humans</u></p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>...that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals</p> | <p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe structures of plants and trees.</p> | <p><u>Seasonal changes</u></p> <p>Observe changes across the four seasons.</p> <p>Describe weather and day lengths.</p> |

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| Year 2 | <u>Materials:</u><br><br>Identify & compare the suitability of everyday materials including wool, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.<br><br>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching.<br><br>Why did the houses burn so easily?<br>What were they made of?<br><br>What did they build the new houses with? Why?<br><br>What are your houses made of?<br>Find the different materials in our homes. | <u>Animals including humans:</u><br><br>Notice that animals, including humans, have offspring which grow into adults<br><br>Find out about & describe the basic needs of animals, including humans, for survival (water, food, air).<br><br>Describe the importance for humans of exercise, eating the right amounts of different types of food, & hygiene.<br><br>Alpacas - research | <u>Plants:</u><br><br>Observe & describe how seeds & bulbs grow into mature plants.<br><br>Find out & describe how plants need water, light & a suitable temperature to grow & stay healthy. | <u>Living things &amp; their habitats:</u><br><br>Explore & compare the differences between things that are living, dead, & things that have never been alive.<br><br>Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other.<br><br>Identify & name a variety of plants & animals in their habitats, including microhabitats.<br><br>Describe how animals obtain their food from plants & other animals, using the idea of a food chain, and identify & name different sources of food.<br><br>Seaside – rock pools; animals that live in or around the seaside |
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| Year 3 | <u>Rocks</u><br><br>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br><br>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>Recognise that soils are made from rocks and organic matter. | <u>Animals incl. human</u><br><br>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.<br><br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <u>Forces and Magnets</u><br><br>Compare how things move on different surfaces.<br><br>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.<br><br>Observe how magnets attract or repel each other and attract some materials and not others.<br><br>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.<br><br>Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | <u>Plants</u><br><br>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br><br>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.<br><br>Investigate the way in which water is transported within plants.<br><br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <u>Light</u><br><br>Recognise that they need light in order to see things and that dark is the absence of light.<br><br>Notice that light is reflected from surfaces.<br><br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br><br>Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br><br>Find patterns in the way that the size of shadows change. |
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| Year 4 | <u>States of matter</u>                                                                                                                                                                                                                                                                                                                                                                                                | <u>Sound</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Living things and their habitats</u>                                                                                                                                                                                                                                                                                        | <u>Electricity</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <u>Animals including humans</u>                                                                                                                                                                                                                                                          |  |
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|        | <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> | <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether 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.</p> <p>Recognise that a switch opens and closes a circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains,</p> <p>Identifying producers, predators and prey.</p> |  |

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| Year 5 | <u>Properties and Changes of Materials</u><br><br>Compare characteristics of material.<br>Dissolving to form a solution – reversing the change.<br>Filtration/sieving/ evaporation to separate mixtures reversible/ irreversible changes. | <u>Earth and Space</u><br><br>Name the 8 planets describe the movement of the Earth, and other planets, relative to the Sun in the solar system.<br><br>Describe the movement of the Moon relative to the Earth.<br><br>Describe the Sun, Earth and Moon as approximately spherical bodies.<br><br>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. | <u>Forces</u><br><br>Gravity and resistance forces.<br>Newtonmeters.<br>Air resistance.<br>Friction and surfaces, Water resistance<br>Isaac Newton. | <u>Living Things and their habitats</u><br><br>Describe the differences in the life cycles of a mammal, amphibian, insect and bird.<br><br>Describe the life processes of reproduction in some plants and animals.<br><br>Study the work of Sir David Attenborough / Jane Goodall | <u>Animals, including humans</u><br><br>Describe the changes as humans develop to old age.<br><br>Timelines of growth.<br><br>Gestation periods of other animals compared to humans. |
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| <b>Year 6</b> | <p style="text-align: center;"><b><u>Light</u></b></p> <p>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.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye.</p> <p>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 style="text-align: center;"><b><u>Electricity</u></b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p style="text-align: center;"><b><u>Animals including humans - human circulatory system</u></b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p style="text-align: center;"><b><u>Evolution and inheritance</u></b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |  | <p style="text-align: center;"><b><u>Living things and their environment – classification</u></b></p> <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> |
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