

<b>Years 1-3</b>		
<b>Science 3 year rolling curriculum</b>		
	<b>Knowledge statements</b> <i>(taught to everyone)</i>	<b>Working scientifically statements</b> <i>(Year group specific)</i>
	<b>A</b>  <b>2023-2024</b>	Seasonal Changes - Observe <b>visual</b> changes across the four seasons <i>*see table below</i>
<b>Term 1</b>	<p style="text-align: center;"><b>Light</b></p> <p>Recognise that he/she needs light in order to see things and that dark is the absence of light. (Light)</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes. (Light)</p>	<p><b>Y1</b>-Ask simple questions and recognise that they can be answered in different ways (Year 1 focus). (Working Scientifically)</p> <p><b>Y2</b>-Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus). (Working Scientifically)</p> <p><b>Y3</b>-Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). (Working Scientifically)</p>
<b>Term 2</b>	<p style="text-align: center;"><b>Animals including Humans</b></p> <p>Group animals according to what they eat.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>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.</p>	<p><b>Y1</b>-Identify and classify (Year 1 focus). (Working Scientifically)</p> <p><b>Y2</b>-Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus). (Working Scientifically)</p> <p><b>Y3</b>-Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus). (Working Scientifically)</p>
<b>Term 3</b>	<p style="text-align: center;"><b>Materials</b></p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Materials)</p> <p>Distinguish between an object and the material from which it is made. (Materials)</p>	<p><b>Y1</b>- Identify and classify</p> <p><b>Y2</b>- Identify, group and classify. Perform simple comparative tests</p> <p><b>Y3</b>- Identify differences, similarities or changes related to simple scientific ideas and processes</p>

		<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials)</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Materials)</p>	
	<b>Term 4</b>	<b>Plants</b>	<p><b>Y1</b>-Identify and classify (Year 1 focus). (Working Scientifically)</p> <p><b>Y2</b>-Use simple equipment to observe closely including changes over time (Year 2 focus). (Working Scientifically)</p> <p><b>Y3</b>-Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). (Working Scientifically)</p>
		<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Plants)</p> <p>Observe and describe how seeds and bulbs grow into mature plants. (Plants)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Plants)</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Plants)</p>	
		<b>Living Things and Habitats</b>	
		<p>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. (Living things and their habitats) year 2</p>	
	<b>Term 6</b>	<b>Forces and magnets</b>	<p><b>Y1</b>-Identify and classify (Year 1 focus). (Working Scientifically)</p> <p>Perform simple tests (Year 1 focus). (Working Scientifically)</p> <p><b>Y2</b>-Perform simple comparative tests (Year 2 focus). (Working Scientifically)</p> <p>Identify, group and classify (Year 2 focus). (Working Scientifically)</p> <p><b>Y3</b>-Set up simple practical enquiries, comparative and fair tests (Year 3 focus). (Working Scientifically)</p>
<p>Compare how things move on different surfaces. (Forces and magnets)</p>			

	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. (Forces and magnets)	Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). (Working Scientifically)
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	<b>Knowledge statements</b> <i>(taught to everyone)</i>	<b>Working scientifically statements</b> <i>(Year group specific)</i>
Seasonal Changes – Observe changes in <b>temperature</b> <i>*see table below</i>		
<b>B</b>  2024- 2025	<b>Animals including Humans</b>	
	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals, including humans)  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Animals, including humans)  Understand that animals, including humans, have offspring which grow into adults. (Animals, including humans)  Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Animals, including humans)	
	<b>Plants</b>	
	Identify and describe the basic structure of a variety of common flowering plants, including trees. (Plants)  Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. (Plants)	

**Y1-** Identify and classify  
**Y2-** Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns  
**Y3-** Use straightforward scientific evidence to answer questions or to support his/her findings

**Y1-** Use his/her observations and ideas to suggest answers to questions  
**Y2-** Perform simple comparative tests  
**Y3-** Set up simple practical enquiries, comparative and fair tests

		Investigate the way in which water is transported within plants. (Plants)	
	<b>Term 3</b>	<b>Rocks</b>	<b>Y1-</b> Identify and classify <b>Y2-</b> Identify, group and classify. <b>Y3-</b> Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). (Working Scientifically)
		Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks)	
		Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks)	
	<b>Term 4</b>	<b>Light</b>	<b>Y1-</b> Use simple equipment to observe closely <b>Y2-</b> Use simple equipment to observe closely including changes over time <b>Y3-</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
		Notice that light is reflected from surfaces. (Light)	
	<b>Term 5</b>	<b>Living Things and Habitats</b>	<b>Y1-</b> Gather and record data to help in answering questions Use his/her observations and ideas to suggest answers to questions <b>Y2-</b> Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns <b>Y3-</b> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
		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. (Living things and their habitats)	
	<b>Term 6</b>	<b>Forces and Magnets</b>	<b>Y1-</b> Use simple equipment to observe closely <b>Y2-</b> Use simple equipment to observe closely including changes over time
		Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Forces and magnets)	

	Observe how magnets attract or repel each other and attract some materials and not others. (Forces and magnets)	<b>Y3-</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
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	Knowledge statements <i>(taught to everyone)</i>	Working scientifically statements <i>(Year group specific)</i>
	Seasonal Changes – Observe changes in <b>weather &amp; day length</b> <i>*see table below</i>	
<b>C</b>  <b>2025-2026</b>	<b>Forces and magnets</b>	
	<p>Describe magnets as having two poles. (Forces and magnets)</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Forces and magnets)</p>	
	<b>Animals including Humans</b>	<p><b>Y1-</b> Identify and classify</p> <p><b>Y2-</b> Use simple equipment to observe closely including changes over time</p> <p><b>Y3-</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>
	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals, including humans)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Animals, including humans)</p>	
<b>Light</b>		
<p>Recognise that shadows are formed when the light from a light source is blocked by a solid object. (Light)</p> <p>Find patterns in the way that the size of shadows change. (Light)</p>		
		<p><b>Y1-</b> Perform simple tests</p> <p><b>Y2-</b> Perform simple comparative tests</p> <p><b>Y3-</b> Set up simple practical enquiries, comparative and fair tests</p>

	<b>Term 4</b>	<b>Materials</b>	<p>Describe the simple physical properties of a variety of everyday materials. (Materials)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Materials)</p>	<p><b>Y1-</b> Perform simple tests</p> <p><b>Y2-</b> Perform simple comparative tests</p> <p><b>Y3-</b> Set up simple practical enquiries, comparative and fair tests . Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>
		<b>Living Things and their Habitats</b>		
	<b>Term 5</b>	<b>Living Things and their Habitats</b>	<p>Identify and name a variety of plants and animals in their habitats, including micro-habitats. (Living things and their habitats)</p>	<p><b>Y1-</b> Identify and classify</p> <p><b>Y2-</b> Identify, group and classify</p> <p><b>Y3-</b> Identify differences, similarities or changes related to simple scientific ideas and processes</p>
		<b>Plants</b>		
	<b>Term 6</b>	<b>Plants</b>	<p>Explore and describe 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. (Plants)</p>	<p><b>Y1-</b> Perform simple tests</p> <p><b>Y2-</b> Perform simple comparative tests Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways.</p> <p><b>Y3-</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>

Seasonal changes			
	Year 1	Year 2	Year 3
A visual	Observe changes across the four seasons. Use simple equipment to observe closely	Use basic geographical vocabulary to refer to physical features (geography) Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
B temp	Observe changes across the four seasons. Gather and record data to help in answering questions	Use simple equipment to observe closely including changes over time	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
C Weather	Observe and describe weather associated with the seasons and how day length varies. Describe seasonal weather changes (geography) Gather and record data to help in answering questions	Identify daily weather patterns in the UK (geography) Use simple equipment to observe closely including changes over time	Explain about weather conditions (geography) (Use data loggers to track weather trends) Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

**Working scientifically**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Ask simple questions and recognise that they can be answered in different ways (Year 1 focus). (Working Scientifically)	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus). (Working Scientifically)	Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus). (Working Scientifically)
Use simple equipment to observe closely (Year 1 focus). (Working Scientifically)	Use simple equipment to observe closely including changes over time (Year 2 focus). (Working Scientifically)	Set up simple practical enquiries, comparative and fair tests (Year 3 focus). (Working Scientifically)
Perform simple tests (Year 1 focus). (Working Scientifically)	Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. (Working Scientifically)	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus). (Working Scientifically)
Identify and classify (Year 1 focus). (Working Scientifically)	Perform simple comparative tests (Year 2 focus). (Working Scientifically)	Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus). (Working Scientifically)
Use his/her observations and ideas to suggest answers to questions (Year 1 focus). (Working Scientifically)	Identify, group and classify (Year 2 focus). (Working Scientifically)	Set up simple practical enquiries, comparative and fair tests (Year 3 focus). (Working Scientifically)
Gather and record data to help in answering questions (Year 1 focus). (Working Scientifically)	Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus). (Working Scientifically)	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus). (Working Scientifically)
		Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus). (Working Scientifically)
		Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus). (Working Scientifically)
		Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). (Working Scientifically)
		Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). (Working Scientifically)