


# Science at Lytham CE - Unit Coverage, Academic Year 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>						
<b>Nur</b>	Nursery – Plants, Weather and Seasonal Change run throughout the year.					
	<p style="text-align: center;">One in a Million</p> <p>Animals, inc Humans <i>Talk about what they see, using a wide vocabulary.</i></p>	<p style="text-align: center;">Let's Celebrate!</p> <p>Light (Electricity) <i>Explore how things work.</i> <i>Explore and talk about different forces they can feel.</i> <i>Talk about the differences between materials and changes they notice.</i></p>	<p style="text-align: center;">People Who Help Us</p> <p>Animals, inc Humans</p>	<p style="text-align: center;">From a Tiny Seed</p> <p>Plants Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p style="text-align: center;">Down on the Farm</p> <p>Living Things and their Habitats <i>Use all their senses in hands-on exploration of natural materials.</i> <i>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</i></p>	<p style="text-align: center;">Sandy Toes and the Sun on my Nose</p> <p>Animals, inc Humans <i>Understand the key features of the life cycle of an animal.</i> <i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p>
<b>Rec</b>	Reception – Plants, Weather and Seasonal Change run throughout the year.					
	<p style="text-align: center;">Marvellous Me!</p> <p>Animals, inc Humans <i>Describe what they see, hear and feel whilst outside.</i></p>	<p style="text-align: center;">Come and Join the Celebration</p> <p>Light <i>Explore the natural world around them.</i></p>	<p style="text-align: center;">Winter Wonderland</p> <p>Materials / Changing Materials <i>Explore the natural world around them.</i></p>	<p style="text-align: center;">Come Outside</p> <p>Living Things and their Habitats <i>Explore the natural world around them.</i> <i>Describe what they see, hear and feel whilst outside.</i> <i>Recognise some environments that are different from the one in which they live.</i></p>	<p style="text-align: center;">Let's Go Wild!</p> <p>Animals, inc Humans <i>Explore the natural world around them.</i></p>	<p style="text-align: center;">Oh I do Like to be Beside the Seaside</p> <p>Forces <i>Explore the natural world around them.</i></p>
<b>KS1</b>						

Y1 - Plants and Seasonal Change run throughout the year.

Y1

Plants, Seasonal Change, Weather\* (Autumn)  
 Week 1- To make observations about the season.  
 Week 2 - To identify plants.  
 Week 3 - To make a class observation.  
 Week 4 - To make observations about the season.  
 Week 5 - To classify different plants.  
 Week 6 - To observe closely and record.  
 Week 7 - To make observations about the season.

Animals, inc Humans (parts and structure of the human body, senses)

Plants, Seasonal Change, Weather\* (Winter)  
 Week 1 - Can I observe Seasonal changes?

Everyday Materials (object, material, property)  
 Week 2 - Can I identify and name materials?  
 Week 3 - To distinguish between an object and its material.  
 Week 4 - To identify properties.

Plants, Seasonal Change, Weather\* (signs of Spring)  
 Week 5 - Can I identify signs of Spring?

Everyday Materials (testing properties)  
 Week 6 - To describe physical properties.

Animals, inc Humans\* (features, different animals, features of different animal groups)

Plants (Summer)

Y2 - Living Things and their Habitats and Plants (observing plants and animals in the local area) run throughout the year.

Y2

Intro to Living Things and their Habitats\*  
 Week 1 - To understand what a habitat it.  
 Week 2 - What do I already know about animals and their habitats?

Uses of Everyday Materials\* (compare and test suitability)  
 Week 3 - Do I know the difference between a material and the object from which it is made?  
 Week 4 - To describe simple physical properties.  
 Week 5 - To identify materials that are objects are made out of.  
 Week 6 - To identify why materials are suitable or unsuitable.  
 Week 7 - To use vocabulary to describe a change.  
 Week 8 - To identify properties that make a material suitable.  
 Week 8 - To understand that the same material can be used for different purposes.

Animals, inc Humans (basic needs and keeping healthy)

Bulb growth diaries

Animals, inc Humans (survival in habitats, offspring/growth, food chains)

Revisit habitat

Plants\* (seeds and bulbs, growing plants, keeping them healthy)

Revisit Living Things and their Habitats

Plants (harvesting and cooking)

		<p>Week 9 - To choose a material suitable for purpose.</p> <p>Week 10- To identify the properties of materials.</p> <p>Week 11- To make links between materials and how they are used.</p>				
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Bulb

**KS2**

**Y3 – Plants (gathering evidence of life cycles) runs throughout the year.**

<b>Y3</b>	<p>Animals, inc Humans</p> <p>Week 1 - To explain how the skeleton supports the human body.</p> <p>Week 2 - To describe how our bones provide some protection.</p> <p>Week 3 - To plan an investigation.</p> <p>Week 4 - To use my results to look for patterns in data.</p> <p>Week 5 - To compare and group vertebrate animals.</p> <p>Week 6 - To compare and group invertebrate animals.</p> <p>Week 7 - To explain why humans have muscles.</p>	<p style="text-align: center;"><b>Rocks</b></p> <p>Week 1 - To identify different types of rock.</p> <p>Week 2 - To identify physical properties.</p> <p>Week 3 - To investigate properties.</p> <p>Week 4 - What can I find out about soil?</p> <p>Week 5 - To identify and classify.</p>	<p style="text-align: center;"><b>Forces &amp; Magnets</b></p> <p>Week 1 - To plan a fair test.</p> <p>Week 2 - To test and compare.</p> <p>Week 3 - To explain why some surfaces are suitable for different jobs.</p> <p>Week 4 - To understand contact force.</p> <p>Week 5 - To explain how magnetic force was discovered.</p> <p>Week 6 - To understand magnetic force.</p> <p>Week 7 - To identify and name different types of magnets.</p> <p>Week 8 - To find ways to compare strength of different types of magnet.</p> <p>Week 9 - To identify magnetic materials.</p> <p>Week 10 - To predict whether two magnets will attract or repel.</p> <p>Week 11 - To investigate whether magnetic force can be blocked.</p> <p>Week 12 - To identify how engineers use science to solve everyday problems.</p>	<p>Plants (parts and their functions, investigating variables affecting growth)</p> <p>Week 1 - To identify the functions of parts of flowering plants.</p> <p>Week 2 - To identify what plants need to grow, and how needs vary from plant to plant.</p> <p>Week 3 - To predict.</p> <p>Week 4 - To evaluate my findings.</p> <p>Week 5 - To understand pollination, seed formation and seed dispersal.</p> <p>Week 6 - To understand the importance of flowers in the life cycle of flowering plants.</p>	Light
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**Y4 – Living Things and their Habitats (naming and identifying in the local environment) runs throughout the year.**

<b>Y4</b>	<p>Animals, inc Humans*</p> <p>Week 1 - To identify and name different types of human teeth.</p>	<p style="text-align: center;"><b>States of Matter</b></p> <p>Week 1 - What do I already know about solids, liquids and gases?</p> <p>Week 2 - To understand properties of solids, liquids and gases.</p>	<p style="text-align: center;"><b>Sound</b></p> <p>Week 1 - To identify how sounds are made.</p> <p>Week 2 - To understand how vibrations travel.</p>	<p style="text-align: center;"><b>Electricity</b></p> <p>Week 1 - To identify, name and group electrical appliances.</p>	Living Things and their Habitats
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	<p>Week 2 - To explain functions of different types of human teeth.</p> <p>Week 3 - To identify which teeth are used to eat different types of food.</p> <p>Week 4 - To understand the journey of food through the digestive system.</p> <p>Week 5 - To describe the functions of each part of the digestive system.</p> <p>Week 6 - To present and communicate information.</p>	<p>Week 3 - To compare and group materials.</p> <p>Week 4 - To predict.</p> <p>Week 5 - To observe what happens when a material cools.</p> <p>Week 6 - To investigate evaporation.</p> <p>Week 7 - To understand condensation.</p> <p>Week 8 - To identify the difference between evaporation and condensation.</p> <p>Week 9 - To identify the part played by evaporation and condensation in the water cycle.</p>	<p>Week 3 - To compare the volume of different sounds.</p> <p>Week 4 - To measure the volume of sounds.</p> <p>Week 5 - To explore pitch</p>	<p>Week 2 - To identify and name components in a simple circuit.</p> <p>Week 3- To build a simple series circuit.</p> <p>Week 4 - To solve problems and improve simple circuits.</p> <p>Week 5 - To explain how a switch is used to open and close a simple circuit.</p> <p>Week 6 - To sort materials into conductors and insulators.</p>			
Y5	<p>Living Things and their Habitats* (life cycle and reproduction of animals)</p> <p>Week 1 - To name and group a wide variety of common animals.</p> <p>Week 2 - To explain the stages in the life cycle of different mammals.</p> <p>Week 3- To explain the stages in the life cycle of different birds.</p> <p>Week 4 - To describe the differences in the life cycles of mammals and birds.</p> <p>Week 5 - To describe the stages in the life cycle of different amphibians.</p> <p>Week 6 - To describe the stages in the life cycle of different insects.</p>	<p>Forces* (gravity, friction, air resistance, mechanisms)</p> <p>Week 1 - What do I already know and understand about forces?</p> <p>Week 2 - To understand the effect of gravity.</p> <p>Week 3 - To measure force accurately.</p> <p>Week 4 - To test friction (toy car).</p> <p>Week 5 - To identify the effects of air resistance.</p> <p>Week 6 - To identify the effects of water resistance.</p>	<p>Earth and Space*</p> <p>Week 1 - 28 day Moon observation</p> <p>Week 2 - To describe the shape of the Earth.</p> <p>Week 3 - To describe the shape of the Earth, sun and moon.</p> <p>Week 4 - To explain day and night.</p> <p>Week 5 - To explain the 'movement' of the sun across the sky.</p> <p>Week 6 - To describe the movement of the planets around the sun.</p> <p>Week 7 - 28 day Moon observation</p>	<p>Properties and Changes of Materials* (Material Properties - thermal insulation and testing material properties)</p>	<p>Properties and Changes of Materials* (Material Changes - reversible changes)</p>	<p>Properties and Changes of Materials* (Material Changes - irreversible changes)</p>	<p>Living Things and their Habitats* (life cycles, plant reproduction)</p>

	Week 7 - To describe the differences in the life cycles of amphibians and insects.					
	Animals in Humans element to be taught through the PSHE curriculum, plus ideas incorporated into Living Things and their Habitats.*					
Y6	<p>Living Things and their Habitats (more complex classification*)</p> <p>Week 1 - To recognise that living things can be grouped in a variety of different ways.</p> <p>Week 2 - To generate closed questions in order to classify.</p> <p>Week 3 - To classify according to common observable characteristics.</p> <p>Week 4 - To explain how plants can be grouped using observable characteristics.</p> <p>Week 5 - To group micro-organisms based on similarities and differences.</p> <p>Week 6 - To describe the contribution of Carl Linnaeus to classification.</p> <p>Week 7 - To identify how scientists group, identify and name new species.</p>	<p>Evolution &amp; Inheritance* (inc adaptations)</p>	<p>Animals, inc Humans (circulatory system, effects of exercise on the body)</p>	<p>Animals, inc Humans* (keeping healthy, diet and lifestyles)</p>	<p>Electricity*</p> <p>Week 1 - To build and test a range of simple circuits.</p> <p>Week 2 - To use circuit symbols to represent components.</p> <p>Week 3 - To plan an investigation.</p> <p>Week 4 - To interpret my findings.</p> <p>Week 5 - To plan an investigation.</p> <p>Week 6 - To observe the impact of different variables.</p>	<p>Light</p> <p>Week 1 - Practical lesson. Can I make and change shadows?</p> <p>Week 2 - To identify the direction that light travels in.</p> <p>Week 3 - To understand why objects are seen.</p> <p>Week 4 - To plan an investigation identifying the impact of light upon a shadow.</p> <p>Week 5 - To draw a conclusion.</p> <p>Week 6 - To explain why shadows have the same shape as the objects that cast them.</p>

Based on the Example Curriculum Map by the Primary Science Education Consultancy.

\*Indicates changes made following recommendations by Rachael Webb, LCC Science Consultant.