

Autumn

- Animals including humans
- Living things and their habitats

Year 6

Summer

- Evolution and Inheritance

At Crestwood Park our children are very inquisitive and love to ask questions; our vision is to enable the children within our care to follow their curiosities and encourage them to confidently question, explore and discover the world around them, so that they can continue to develop a deeper understanding of the world in which we live in. We aim to inspire and nurture a love of scientific learning and thirst for knowledge through engaging and enjoyable practical sessions which challenge the children's understanding of the world.

Spring

- Light
- Electricity



Whole School Science Day- Autumn Term

- Science fair
- Each class to investigate a key question and to share findings at the end of the day
- Create a love of science across school

Autumn

- Electricity

Year 4

Summer

- Animals including Humans
- States of matter

Spring

- Sound
- Living thing

SCIENCE AT CRESTWOOD PARK

SEND

During science lessons, activities are scaffolded so that they are accessible for all children. Scaffolding activities can include visual prompts, practical activities and discussions. Extra support can also be given by adults within the classroom when necessary. The gems can often be achieved by taking a practical approach to ensure all children are able to achieve the same learning goals.

Autumn

- Animals including humans
- Rocks



Year 3

Spring

- Light
- Plants

Summer

- Forces and Magnets

Spring

- Living things and their habitats

Year 2

Summer

- Plants
- Everyday materials

Autumn

- Animals including humans

Summer

- Animals including Humans
- Living things and their habitats
- Forces

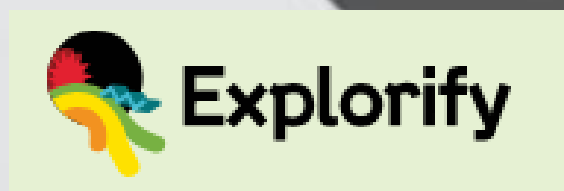
Spring

- Earth and Space

Year 5

Autumn

- Properties and changes of materials



IN RECEPTION, children experience learning through play to develop the Early Learning Goal of: Understanding the World - within this they learn to:

- Show an awareness of the things they have observed such as plants, animals, natural and found objects.
- Develop knowledge of seasonal change
- Ask questions about aspects of their familiar world e.g. the place where they live or the natural world
- Ask questions about some of the things they have observed

Autumn

- Animals including humans

Year 1

Spring

- Seasonal changes
- Plants

Summer

- Everyday materials





Animals including Humans
I can describe the changes as humans develop to old age.

Living things and their habitats
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
I can describe the life process of reproduction in some plants and animals.

Forces
I can explain why unsupported objects fall towards the Earth.
I can identify the effects of forces that act between moving surfaces.
I recognise that some mechanisms allow a small force to have a greater effect.

Earth and Space - Spring
I can order the planets in our solar system.
I can explain how planets move in our solar system.
I can explain the lunar phases of the Moon.
I can explain why we know that the Sun, Earth, and Moon are spherical.
I can investigate and explain why day and night occur in different parts of the Earth.

Animals including humans - Autumn
I can identify and name the main parts of the circulatory system.
I can describe the function of the heart, blood vessels and blood.
I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
I can describe the ways in which nutrients and water are transported within animals, including humans.

Living things and their habitats
I can describe how living things are classified based on their similarities and differences.
I can provide reasons for classifying plants and animals based on specific characteristics.

Light - Spring
I can recognise that light appears to travel in straight lines.
I can understand why we see objects.
I can explain how we see objects.
I can explain why shadows have the same shape as the objects that cast them.

Electricity
I can investigate how to alter the brightness of a lamp
I can investigate how to alter the volume of a buzzer.
I can compare and explain how components function in a variety of ways.
I can use recognised symbols when creating a simple circuit diagram.

Evolution and Inheritance - Summer
I can explain the scientific concept of inheritance.
I can demonstrate understanding of the scientific meaning of adaptation.
I can identify the key ideas of the theory of evolution.
I can identify evidence for evolution from fossil records.
I can explain how adaptations can result in both advantages and disadvantages.
I can understand how human beings have evolved.
I can explain how human intervention affects evolution.

Year 5

Year 6

Electricity - Autumn
I can identify common electrical appliances.
I can identify the basic components of a circuit.
I can construct a simple series electrical circuit.
I can identify whether a lamp will light and explain why.
I can investigate and understand how a switch works in a circuit.
I can recognise common conductors and insulators.
I know which materials make good conductors.

Properties and changes of materials - Autumn
I can compare and group everyday materials based on their properties.
I know some materials dissolve in liquid.
I can describe how to recover a substance from a solution.
I can decide how to separate mixtures based upon my knowledge of solids, liquids and gases.
I can use comparative and fair tests to provide reasons for the use of everyday materials.
I can demonstrate that dissolving, mixing and changes of state are reversible changes.
I can explain that some changes are not reversible but result in the formation of new materials.

Sound - Spring
I can identify how sounds are made.
I can recognise that sounds travel differently through different mediums (Solid, liquid gas.)
I can explore ways to change the pitch of a sound.
I can investigate patterns between volume and strength of vibrations.
I can investigate and understand why sounds get fainter.

Living thing
I can identify that living things can be grouped in a variety of ways.
I can explore classification keys.
I can use classification keys.
I can identify the dangers of changing environments to living things.

Year 4

Animals including Humans - Summer
I can describe the functions of the basic parts of the digestive system.
I can identify the different types of teeth in humans.
I can describe the functions of the different teeth types in humans.
I can construct and interpret a variety of food chains.

States of matter
I can compare and group materials together based on whether they are solid, liquid or gas.
I can observe that some materials change state when they are heated or cooled.
I can research the temperature at which materials change state.
I can identify the part played by evaporation and condensation in the water cycle.
I can investigate the rate of evaporation with temperature.

Animals including humans - Autumn
I can identify that animals, including humans need the right types of nutrition.
I can explain why animals cannot make their own food.
I can explore where animals get their nutrition from.
I can identify that humans and some animals have skeletons and muscles
I can explain the purpose of skeletons and muscles in humans and some animals.

Rocks
I can compare and group different kinds of rocks based on their properties.
I can explain how fossils are formed.
I recognise how soils are made.

Light - Spring
I can understand that we need light in order to see.
I know that dark is the absence of light.
I can notice that light is reflected from surfaces.
I understand light from the sun is dangerous.
I can understand how shadows are formed.
I can investigate the size of shadows.

Plants
I can identify the functions of the parts of a flowering plant.
I can understand the life cycle of a plant.
I can explore how the requirements of plants vary from plant to plant.
I can investigate the way in which water is transported around a plant.

Year 3

Animals including humans- Autumn
I can identify the basic parts of the human body.
I can identify the senses and their associated body parts.
I can name, draw and label the basic parts of the body.
I can identify the basic needs of different animals and humans.
I can classify a variety of animals.
I can identify the structures of common animals.

Seasonal changes - Spring
I can name and order the seasons.
I can describe the weather associated with the seasons.
I can collect and record data about the weather over a period of time.
I can understand why day length varies across the seasons.

Plants
I can identify a variety of common wild and garden plants.
I can name a variety of common wild and garden plants.
I can identify the parts of a flowering plant.
I can describe the parts of a flowering plant.

Animals including humans - Autumn
I understand what humans and animals need to survive.
I can explain the importance of exercise.
I can identify the importance of a balanced meal.
I can create a balanced meal.
I can explore the importance of hygiene.
I can identify offspring and how they grow into adults.

Living things and their habitats - Spring
I can compare things that are living, dead and things that have never been alive.
I can describe how different habitats provide for different animals and plants.
I can identify and name a range of plants and animals in their habitats.
I can describe how animals obtain their foods.
I know how food chains work.

Forces and Magnets - Summer
I can investigate and compare how things move on different surfaces.
I can notice that some forces need some contact between 2 objects.
I can notice how magnetic forces work at a distance.
I can observe how magnets attract or repel each other.
I can investigate how magnets attract some materials and not others.
I can compare and group together materials based on whether they attract a magnet or not.
I can describe magnets as having two poles.
I can predict and investigate whether 2 magnets will attract or repel each

Year 1

Year 2

Everyday materials - Summer
I can identify and name a variety of everyday materials.
I can distinguish between an object and the material from which it is made.
I can describe the simple physical properties of everyday materials.
I can group together a variety of everyday materials based on their physical properties.
I can compare a variety of everyday materials based on their physical properties.

Plants - Summer
I can observe and describe how seeds and bulbs grow into mature plants.
I can investigate what plants need in order to grow and stay healthy.
I can describe what plants need in order to grow and stay healthy.
I can identify and describe the basic structure of a plant and describe its importance.

Everyday materials
I can find out how the shapes of solids can be changed.
I can identify the suitability of everyday materials.
I can investigate and compare the suitability of everyday materials.