



Sequencing the science curriculum;

- Some topics and statements require coverage throughout the year - e.g Seasonal Change, Plants (Y2&3)
- Complexity of the concepts involved - e.g Sound in Y4, Earth and Space in Y5, Light and Evolution Y6 - taught later in the year as they are conceptually more challenging and is therefore best taught later in the year.
- The relationship between topics and their statements within a year - e.g. Y4 States of Matter taught before Sound, Y5 Living things taught before Animals inc Humans. - See additional notes below.
- The length of each topic and if it should be split - e.g. Y1, Y2, Y6 Animals Including Humans, Y5 Materials.

	Autumn		Spring		Summer	
FS1	Exploring loud and quiet sounds		Spring: changes we see		Dinosaurs & Fossils	
FS2	Humans Sound	Earth & Space	Forces	Light	Animals Living Things	Materials
	← Seasonal Changes Plants → Make regular observations.					
Y1	← Seasonal Changes → Make regular observations and gather data about seasonal change					
	Everyday Materials Identify, name, group and describe properties of everyday materials	Seasonal Changes Observe and describe changes across the Autumn and Winter	Animals & Humans Identify basic parts of the human body. Identify, name, group and describe animals		Plants Identify, name and describe structure of flowering plants	Seasonal Changes Observe and describe changes across Spring and Summer
Y2	← Plants → (Gathering evidence, make observations)					
	Uses Of Everyday Materials Identify and compare suitability of everyday materials to their uses	Uses Of Everyday Materials Find out how materials can be changed	Animals & Humans What do animals need to grow and stay healthy? How humans stay healthy Offspring		Plants Seeds and bulbs What do plants need to grow and stay healthy?	Living Things & Habitats Living, non-living and dead Habitats Simple food chains
Y3	← Plants → (Gathering evidence of life cycles)					
	Light What is light What are shadows Reflectors	Magnets & Forces Friction Magnets	Animals & Humans Nutrition Skeletons and muscles		Plants Functions of part of plants Requirements of plants and varieties Life cycle of a plant	Rocks Compare and group Fossil formation Soil
Y4	Electricity Series circuits Switches Electrical conductors and insulators	States Of Matter Solids, liquids, gases Material changes	States Of Matter Water cycle – evaporation and condensation.	Animals & Humans Digestive system Teeth (Food chains) →	Living Things & Habitats Classification keys Environmental changes	Sound How sounds are made Pitch Volume
Y5	Forces Gravity Air resistance, water resistance, friction Mechanisms	Properties of and Changes in Materials Properties of materials statements	Properties of and Changes in Materials Changes of materials statements	Earth & Space Solar system Lunar system Day and night	Living Things And Habitats Comparing lifecycles Plant and animals reproduction	Animals & Humans Changes and ageing
Y6	Electricity Voltage Circuit diagrams Component functions	Living Things And Habitats Grouping and classifying animals (including microorganisms) based upon specific characteristics	Animals & Humans Circulatory system Diet, exercise, drugs and lifestyles Nutrients transportation		Evolution Fossils and changes over time Differences between offspring and parents Adaptations to environment	Light Light travels in straight lines How we see objects Shadow shapes

Additional notes about sequencing;

Year 4 -

Living things and their habitats/ Animals Including Humans

Pupil should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey. This statement is within the Animals, including humans topic. In order to construct food chains based on their first-hand experience, this statement should be taught after they have visited a habitat to name and identify the plants and animals.

Year 4 -

States of matter/Sound

In the States of matter topic, children learn about solids, liquids and gases. This knowledge is required in order for children to understand, in the Sound topic, that vibrations from sounds travel through a medium to the ear. It is therefore appropriate to teach the States of matter topic before the Sound topic.

Year 5 -

Living things and their habitats/ Animals Including Humans

Before learning about the life cycle of humans, it is helpful if pupils have learnt about the life cycle of plants and animals. It is therefore appropriate to teach the Living things and their habitats topic before the Animals, including humans topic.

Year 5 -

Earth and space/Forces

If the Forces topic is taught before the Earth and space topic, pupils are able to use their understanding of gravity to help them make sense of why the planets orbit the Sun, and the Moon orbits the Earth.