


PRIMARY SCIENCE

2024- 2025 KS1 AND KS2

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	
	To understand how a human develops as a baby.	To know common appliances that use electricity.	To be able to use the terms solids, liquids and gases.	To be able to identify sources of light.	To be able to identify parts of a plant and their function.	To be able to place living things in their habitat.	WEEK 1
	To understand how a human changes in old age.	To be able to build and draw series circuits.	To investigate unfamiliar solids, liquids and gases.	To understand how the sun produces light.	To understand and explain the role of the stem in a plant.	To be able to classify living things.	WEEK 2
	To be able to use the terms inheritance and characteristics.	To identify errors within a circuit.	To understanding how heating and cooling can change state.	To be able to explain how humans see.	To investigate seeds and their role within the plant lifecycle.	To be able to explain human impact upon habitats around the world.	WEEK 3
	To be able to follow multi-step instructions.	To be to use the terms conductors and insulators.	To be able to conduct a melting experiment.	To be to explain what shadows are and how they are formed.	To investigate and name the reproductive parts of a plant.	To be able to understand food chains and what they represent.	WEEK 4
	To be able to design a healthy eating plate.	To be able to measure conductivity within a circuit.	To understand and recall the water cycle.	To be able to use the terms opaque, translucent and transparent.	To be able to explain how pollination occurs..	To be able to interpret food chains.	WEEK 5
	To understand the importance of good personal hygiene.	To be able to build a light circuit for a Christmas tree.	To carry out and evaluate an evaporation experiment.	To be able to carry out and evaluate an experiment on shadows.	To investigate and name the different types of seed dispersal.	To explore what would happen to food chains if they were altered.	WEEK 6

TERM 1 SCIENCE

MTP

2024 - 2025

HUMANS

Past Learning

Skeletons
Healthy eating
The senses
Pushes and pulls
The human body

National Curriculum

Understanding how humans develop and change over their lifecycle.
Working scientifically:
Identifying differences, similarities or changes related to simple scientific ideas and processes.

Cross Curricular Links

History - Changes through the passing of time.
Maths - Graphs to demonstrate how children grow over time.
PE - How exercise is good for the body and how a balanced diet fuels the body.

Cultural Capital

Ageing: How humans change over time and how we treat different members of society.
Balanced diet: Importance of a balanced diet in maintaining healthy teeth and digestive system.

Key Vocabulary

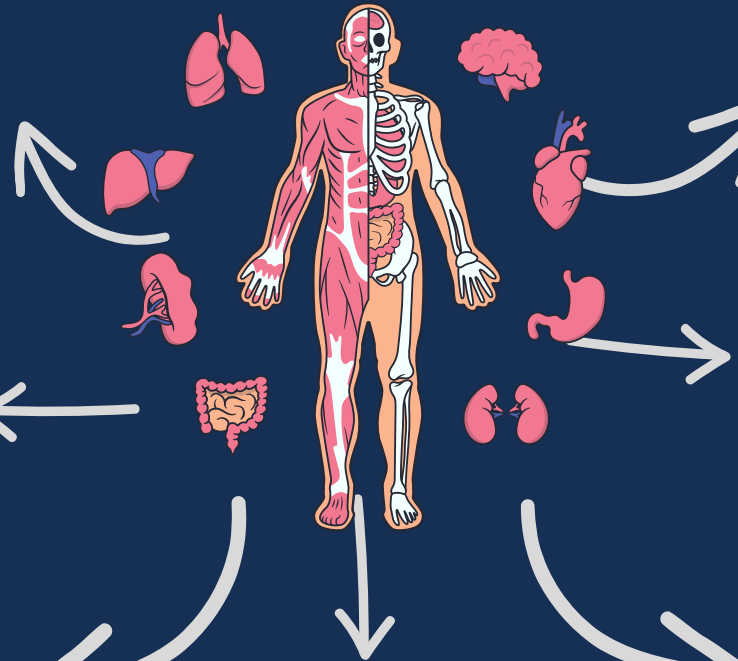
Human
Baby
Adolescent
Elderly Exercise
Inheritance
Characteristics
Balanced diet
Hygiene
The 5 senses

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.



TERM 2 SCIENCE

MTP

2024 - 2025

ELECTRICITY

Past Learning

Pupils have very little previous experience of covering electricity in science. As a result, this unit will form the basis for their knowledge and understanding of electricity.

National Curriculum

Identify appliances that use electricity, construct a simple series circuit, and identify the parts of a circuit. Children should also learn about conductors and insulators, and that a switch opens and closes a circuit.

Cross Curricular Links

PSHE - Keeping safe on railway lines.

History - Transport and the use of electric motors.

Cultural Capital

The use of electric motors rather than petrol or diesel motors, in an attempt to cause less pollution and minimise the effects of climate change on the planet.

Key Vocabulary

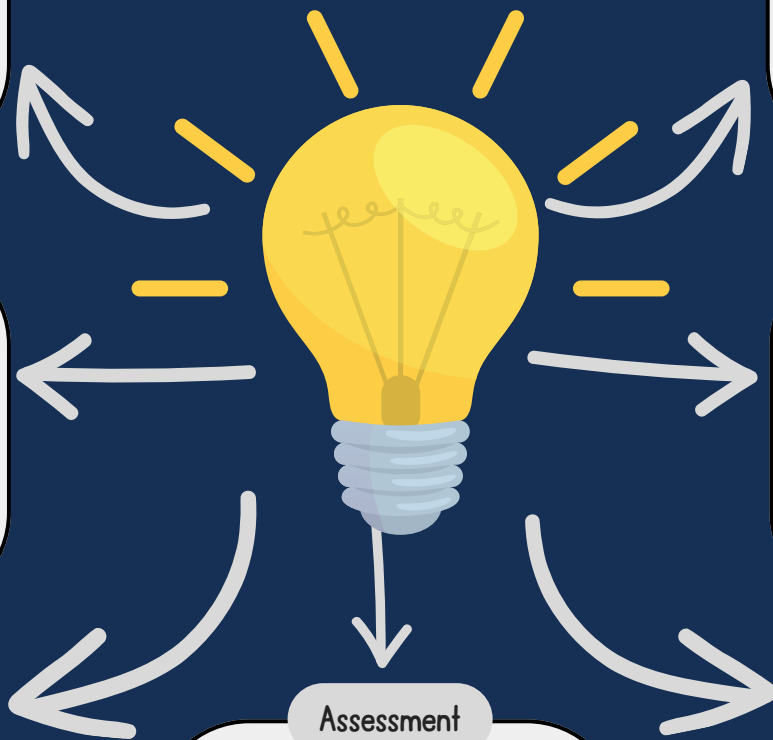
Electricity
bulb
battery
cell
crocodile clip
resistance
electrons

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.



TERM 3 SCIENCE MTP 2024 - 2025 STATES OF MATTER

Past Learning

Reception-Let it flow

Year 1-materials

National Curriculum

Compare and group materials together, according to whether they are solids, liquids or gases 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 ($^{\circ}\text{C}$).

Cross Curricular Links

Geography-The water cycle

History- Antartica and Ernest Shackleton

Geography-Mountains and rivers

Cultural Capital

Water around the world. What regions of the Earth receive too much water and which regions do not have enough?
Climate change, flooding and the melting of the polar ice-caps.

Key Vocabulary

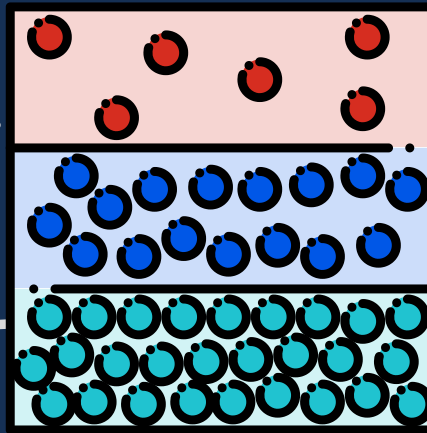
Solid
Liquid
Gas
Matter
States
Evaporation
Condensation
Heating
Cooling

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.



TERM 4 SCIENCE MTP 2024 - 2025 LIGHT

Past Learning

Reception-Night and Day
Year 2 -plants light and dark

National Curriculum

Recognise that light is needed in order to see things and that dark is the absence of light
notice that light is reflected from surfaces
recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Cross Curricular Links

Geography -Natural light sources around the world including the Northern Lights.

PSHE -importance of light and sunlight impacting mood and mental wellbeing.

Cultural Capital

Discovery curriculum-What scares us and what are we afraid of? How does light help us feel more confident?
Religion and faith - understanding the importance of light in different religious festivals around the world.

Key Vocabulary

Light
Dark
Shadow
Opaque
Translucent
Transparent
Light source
Artificial

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.



TERM 5 SCIENCE MTP 2024 - 2025 PLANTS AND SEEDS

Past Learning

Year 1- Plants
Year 2- Plants, light and dark
Year 2 - Plants, bulbs and seeds

Cross Curricular Links

Geography- Explore different biomes including rainforests.
Maths - units of measure for planters and seeds growing.
Art - natural collages using leaves, sticks and exploring key artists.

Key Vocabulary

Plants
seeds
Root
Stem
Leaves
Flower

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

National Curriculum

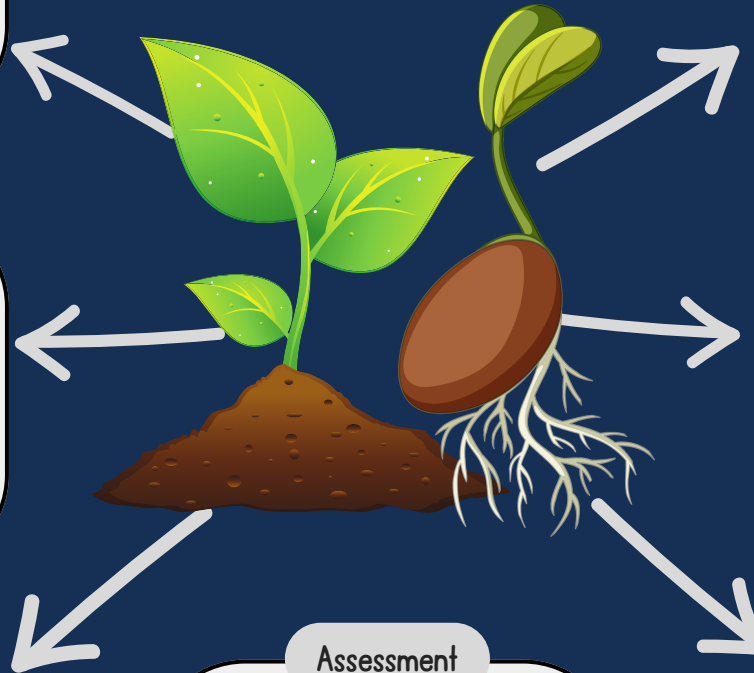
Identify and describe the functions of different parts of flowering plants, explore the requirements of plants for life and growth. Investigate the way water is transported within plants. Explore pollination, seed formation and seed dispersal.

Cultural Capital

Engaging with sustainability by exploring how plants contribute to ecosystems, food security, and combating climate change. Developing practical life skills through gardening, understanding food origins, and learning about healthy eating habits.

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.



TERM 6 SCIENCE

MTP

2024 - 2025

HABITATS AND FOOD CHAINS

Past Learning

Reception- Animal detectives
Year 1-Animals
Year 2- Living things and their habitat

Cross Curricular Links

Maths - Data Handling: Create bar charts or pie charts based on surveys of local wildlife or food chain examples.
Geography - Human Impact: Discuss how human activities affect habitats and food chains (e.g., deforestation, pollution).

Key Vocabulary

Carnivore
Omnivore
Herbivore
Habitat
Food chain
Food web

Assessment

Ongoing assessment throughout the term, through targeted teacher questioning.
Each child to complete the White Rose end of block assessment to monitor understanding and review learning.

National Curriculum

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.
Identify and name a variety of plants and animals in their habitats.

Cultural Capital

Global Perspectives: An appreciation of diverse ecosystems, such as rainforests, oceans and deserts.
Awareness of Conservation: A sense of responsibility to protect habitats,

Recall and Retention

Each lesson to begin with Flashback 4 questions to monitor and review learning and highlight misconceptions.
Review of understanding of parts of the body from previous learning.

