Rockcliffe CE School – Whole School Science Overview 2025 – 2026 Cycle A

Below is an overview of the Science learning focus for each term/half term in each class.

Class teachers may choose to adapt the order of units to suit their class but must ensure full coverage throughout the two-yearly cycle.

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS TO BE CONFIRMED	**All About Me/Autumn** **Understanding the world** Talk about members of their immediate family and community. Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them – leaves falling off trees, cold, frost. Explore the outdoor environment and talk about the local area – Rockcliffe as a village. Talk about key places and simple routes such as the journey from home to school.	**Discovering Donaldson** **Understanding the world** Using all their senses in hands-on exploration of natural materials Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps. Talk about what they see, using a wide vocabulary Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**People who help us** **Understanding the world** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class/ storytelling. Talk about the lives of the people around them and their roles in society Compare and contrast characters from stories	**British Science Week March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.** **The Bug Hotel** **Understanding the world** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	**Dinosaurs Beware!** **Understanding the world** Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps. Comment on images of familiar situations in the past	**We are going to the zoo** **Understanding the world** Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures Recognise that some environments are different to the one in which they live

				Talk about what they see, using a wide vocabulary		
Year 1/2	**Biology** **Seasonal Changes** To be revisited throughout the year - Observe how plants change in the local area across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Pupils should observe and talk about changes in the weather and the seasons. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.	**Biology** **Keeping Fit and Healthy** - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Physics** **Electricity** *(No electricity in KS1 however children could explore battery powered toys and carry out a variety of enquires related to these).* **Physics** **Forces and Movement** *(explore things that move including toys that need a push or a pull. Compare how different things move.)* - Describe the simple physical properties of a variety of everyday materials *(attracted to a magnet or not)* - Compare and group together a variety of everyday materials on the basis of their simple physical properties. *(attracted to a magnet or not) (explore toys that use magnets)*	**British Science Week March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.** **Chemistry** **Properties of Materials** (Chemistry) - Distinguish between an object and the material from which it is made. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Describe the simple physical properties of a variety of everyday materials. *(not attracted to magnet done in forces topic or transparency done in light topic or flexibility done in cycle B changing materials)*	**Biology** **Plants** - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Observe and describe how seeds and bulbs grow into mature plants. - Observe changes across the four seasons. *(observe how the plants change in the local area throughout the year)* [real life or story based links – e.g. Percy the Park Keeper, Little Red	**Consolidation and opportunities for further scientific enquiry and embedding real life contexts.**

				- Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.	Riding Hood – letters/info books)	
	Across the year Observation of seasonal changes including the changes in day length/environment/plants/trees. *(observe how the plants change in the local area throughout the year)*					
Year 2/3	**<u>Biology</u>** **<u>Keeping Fit and Healthy</u>** **<u>KS1 LOs</u>** - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Find out about and describe the basic needs of animals, including humans, for	**<u>Physics</u>** **<u>Electricity</u>** **<u>KS1 LOs</u>** *(No electricity in KS1 however children could explore battery powered toys and carry out a variety of enquires related to these).* **<u>LKS2 LOs</u>** - Identify common appliances that run on electricity.	**<u>Chemistry</u>** **<u>Properties of Materials</u>** **<u>KS1 LOs</u>** - Distinguish between an object and the material from which it is made. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Describe the simple physical properties of a	**British Science Week March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.**	**<u>Biology</u>** **<u>Plants</u>** **<u>KS1 LOs</u>** - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common	**<u>Physics</u>** **<u>Forces</u>** **<u>KS1 LOs</u>** *(explore things that move including toys that need a push or a pull. Compare how different things move.)* - Describe the simple physical properties of a variety of everyday materials *(attracted to a magnet or not)*

	survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **LKS2 LOs** - 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. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions.	- Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	variety of everyday materials. *(not attracted to magnet done in forces topic or transparency done in light topic or flexibility done in cycle B changing materials)* - Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. **LKS2 LOs** - Compare and group together different kinds of rocks on the basis of their simple physical properties. - Recognise that soils are made from rocks and organic matter. - Compare and group materials together, according to whether they are solids, liquids or gases. - Describe in simple terms how fossils are formed when things		flowering plants, including trees. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Observe and describe how seeds and bulbs grow into mature plants. - Observe changes across the four seasons. *(observe how the plants change in the local area throughout the year)* [real life or story based links – e.g. Percy the Park Keeper, Little Red Riding Hood – letters/info books) **LKS2 LOs** - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients	- Compare and group together a variety of everyday materials on the basis of their simple physical properties. *(attracted to a magnet or not) (explore toys that use magnets)* **LKS2 LOs** - Compare how things move on different surfaces. - Notice that some forces need contact between two objects but magnetic forces act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - 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. - Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

			that have lived are trapped within rock		from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Seasonal Changes **KS1 LOs** To be revisited throughout the year - Observe how plants change in the local area across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. - Pupils should observe and talk about changes in the weather and the seasons. Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.					
Year 4/5 **This is LKS2 content solely for Year 4** **Year 5 to be taught with Year 6 for UKS2 Science PoS**	**Biology** **Plants** - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers. - Explore 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.	**Biology** **Keeping Fit and Healthy** - 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. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in	**Chemistry** **Properties of Materials** - Compare and group together different kinds of rocks on the basis of their simple physical properties. - Recognise that soils are made from rocks and organic matter. - Compare and group materials together, according to whether they are solids, liquids or gases. - Describe in simple terms how fossils are	**British Science Week March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.** **Physics** **Forces** - Compare how things move on different surfaces.	**Physics** **Electricity** - Identify common appliances that run on electricity. - Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series	**Consolidation and opportunities for further scientific enquiry and embedding real life contexts.**

	- Investigate the way in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	humans and their simple functions.	formed when things that have lived are trapped within rock.	- Notice that some forces need contact between two objects but magnetic forces act at a distance. - Observe how magnets attract or repel each other and attract some materials and not others. - 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. - Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	circuit based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	
Year 5/6	**<u>Chemistry</u>** **<u>Properties of Materials</u>** - Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical	**<u>Physics</u>** **<u>Forces</u>** - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effect of air resistance, water resistance and friction,	**<u>Biology</u>** **<u>Keeping Fit and Healthy</u>** -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting). - Recognise the impact of diet, exercise, drugs	**British Science Week March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.** **<u>Physics</u>**	**<u>Biology</u>** **<u>Plants</u>** - Recognise that living things (plants) produce offspring of the same kind but normally offspring vary and are not identical to their parents. - Describe the life process of	**Consolidation and opportunities for further scientific enquiry and embedding real life contexts.** **<u>Biology</u>** **<u>YEAR 6 ONLY</u>** **<u>Human Reproduction</u>** - Describe the life process of reproduction in humans.

	and thermal), and response to magnets. - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	that act between moving surfaces. - Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans.	**Electricity** - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. - Use recognised symbols when representing a simple circuit in a diagram.	reproduction in some plants.	- Describe the changes as humans develop to old age.