Sparsholt C of E Primary School – Science Overview 2026-2027

<table>
<tr><th></th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td>Willow
Year R</td><td colspan="3">• Explore the natural world around them, making observations and drawing pictures of animals and plants;
• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
See Y1/2 Curriculum. Year Rs are exposed to the scientific concepts being taught through participating in the practical elements at an age and stage appropriate level with their Year 1 cohort.</td></tr>
<tr><td>Longitudinal Study</td><td colspan="3">KQ: How does our school environment change throughout the seasons?
Working scientifically
Statutory requirements
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
▪ asking simple questions and recognising that they can be answered in different ways
▪ observing closely, using simple equipment
▪ performing simple tests
▪ identifying and classifying
▪ using their observations and ideas to suggest answers to questions
▪ gathering and recording data to help in answering questions.</td></tr>
<tr><td>Beech
Year 1 and 2</td><td>Seasonal Changes
• observe changes across the four seasons
• observe and describe weather associated with the seasons and how day length varies.

Animals incl. Humans (Y1)
• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
• identify and name a variety of common animals that are carnivores, herbivores and omnivores
• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Animals incl. Humans (Y2)
• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
• notice that animals, including humans, have offspring which grow into adults
• 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.</td><td>Everyday Materials (Y1)
• distinguish between an object and the material from which it is made
• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
• describe the simple physical properties of a variety of everyday materials
• compare and group together a variety of everyday materials on the basis of their simple physical properties.

Use of Everyday Materials (Y2)
• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Living things and their Habitats
• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Living things and their Habitats
• explore and compare the differences between things that are living, dead, and things that have never been alive
• 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</td><td>Plants
• identify and name a variety of plants and animals in their habitats, including microhabitats
• Plants
• observe and describe how seeds and bulbs grow into mature plants
• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Seasonal Changes
• observe changes across the four seasons
• observe and describe weather associated with the seasons and how day length varies.</td></tr>
<tr><td>Longitudinal Study</td><td colspan="3">KQ: How do trees (and their environment) change throughout the year?
Working scientifically
Statutory requirements
During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
▪ asking simple questions and recognising that they can be answered in different ways
▪ observing closely, using simple equipment
▪ performing simple tests
▪ identifying and classifying
▪ using their observations and ideas to suggest answers to questions
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	Autumn		Spring	Summer	
Rowan Year 3 & 4	**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock	**Forces and magnets** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can 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	**Light** • recognise that they need light 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 • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change	**Animals inc. humans** • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement	**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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. recognise that soils are made from rocks and organic matter
Longitudinal Study	**KQ: If we make a pond and leave it, will it naturally develop like the school pond?** Working scientifically UKS2: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.				

Oak **Year 5 and 6**	**Forces (Y5)** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Earth and Space (Y5)** • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Properties and Changes in Materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Living Things and Their Habitats (Y5)** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. **Animals including humans (Y5)** • describe the changes as humans develop to old age.
Longitudinal Study	KQ: **Do we all start and end life in the same way? (Comparison of measurements across the year.)** Working scientifically UKS2: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.		