



Singlewell Primary School – Science Curriculum Overview 2026/2027



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS – understanding the world.	NC Link: Talk about members of their immediate family and community. Name and describe people who are familiar to them. PD: talk about members of their family and Use a range of small tools, including scissors, paint brushes to make their family.	NC Link: Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live. PD: begin to show an awareness of scientific differences and record them pictorially.	NC Link: 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 is read in class. PD: Begin to show accuracy and care when drawing.	NC Link: Explore the natural world around them. Recognise some environments that are different from the one in which they live. PD: Set and work towards simple goals, begin to be able to wait for what they want and control their immediate impulses when appropriate to keep everyone safe.	NC Link: Explore the natural world around them. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. PD: develop an awareness of others' opinions and discuss differing opinions.	NC Link: 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 is read in class. PD: Begin to show accuracy and care when drawing.

Year 1	<u>Seasonal Changes</u> <u>NC Link:</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. PD: Develop curiosity by observing and talking about changes in the natural environment. Build confidence in sharing ideas and observations with peers. Improve resilience by making predictions and reviewing them across the school year. Develop responsibility for personal belongings (e.g., appropriate clothing for different weather).	<u>Animals, including humans 1 - All about me</u> <u>NC Link:</u> -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense PD: Develop self-awareness by recognising and naming parts of the body. Build communication skills by describing senses and experiences. Improve empathy and understanding of others' needs relating to senses and abilities. Strengthen fine motor skills through labelling and drawing activities.	<u>Everyday materials - Exploring everyday materials</u> <u>NC Link:</u> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Distinguish between an object and the material it is made from 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 PD: Develop problem-solving skills by investigating how materials are used. Build independence when selecting and using materials safely. Encourage teamwork when sorting and grouping materials. Foster curiosity through hands-on exploration and questioning.	<u>Everyday materials - Building (based on the Three Little Pigs)</u> <u>NC Link:</u> Describe the simple physical properties of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties PD: Develop creativity through designing and constructing simple structures. Strengthen resilience by testing and adapting models. Build collaboration skills during group building challenges. Enhance communication by explaining material choices.	<u>Plants</u> <u>NC Link:</u> -Become familiar with common names of flowers and plant structures including seeds -Identify and describe the basic structure of a variety of common flowering plants, including trees -Identify and name a variety of common wild and garden plants -Identify and name a variety of deciduous and evergreen trees -Understand how plants change over time -Observe the growth of planted flowers -Become familiar with plant structures -Keep records of how plants change over time PD: Foster responsibility by caring for plants over time. Develop patience through long-term observation and recording of growth. Encourage respect for living things and the environment. Build perseverance as they monitor changes and maintain plant health.	<u>Animals, including humans 2 - All about animals</u> <u>NC Link:</u> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) PD: Develop empathy by learning about the needs of different animals. Strengthen communication by describing and comparing animals. Build teamwork skills through group classification tasks. Encourage curiosity about the natural world through observation and discussion.
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Year 2	<u>Uses of everyday materials</u> NC Link: Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. PD: Develop problem-solving skills through testing and evaluating different materials. Build resilience when experimenting with how materials can change shape. Strengthen teamwork skills during group investigations. Encourage curiosity by asking questions and exploring how objects are made.	<u>Living things and their habitats</u> NC Link: Explore and compare the differences between things that are living, dead, and things that have never been alive Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain Identify and name different sources of food PD: Develop respect and empathy for living things and their environments. Improve observation skills through careful study of habitats. Strengthen responsibility by caring for microhabitats during investigations. Build communication skills when explaining food chains and habitat relationships.	<u>Living Things and their habitats – Habitats from around the world</u> NC Link: -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, including microhabitats PD: Develop global awareness by exploring habitats from different parts of the world. Foster curiosity about diversity in the natural world. Strengthen critical thinking by comparing how habitats meet different needs. Enhance communication skills by presenting findings to peers.	<u>Animals, including humans 1 - Growth</u> NC Link: 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 PD: Develop self-awareness through discussing healthy lifestyle habits. Build responsibility by making choices that support personal health. Improve confidence when sharing ideas about growth and wellbeing. Strengthen independence by reflecting on personal hygiene routines.	<u>Animals, including humans 2 - Life cycles</u> NC Link: Notice that animals, including humans, have offspring which grow into adults PD: Develop empathy by learning about the needs of babies and young animals. Foster patience and observation as children study life cycles. Build respectful attitudes toward growth and differences between individuals. Strengthen communication skills through sequencing and explaining life cycles.	<u>Plants</u> NC Link: 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 PD: Develop responsibility by caring for growing plants. Foster patience by observing gradual growth over time. Encourage perseverance when recording changes and maintaining plant conditions. Build collaboration skills through shared planting and observation tasks.
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Year 3	Scientific Enquiry NC Link: Asking relevant questions and using different types of scientific enquiries to answer them. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units & a range of equipment, Record, report & conclude findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Setting up simple practical enquiries, comparative and fair tests. Make predictions & ask questions. Identifying differences, similarities or changes related to simple scientific ideas and processes PD: Develop resilience by testing ideas and adapting methods when things don't work the first time. Strengthen teamwork through shared investigations and collaborative data collection. Improve critical thinking by evaluating evidence and explaining findings. Build confidence in presenting results to others. Foster curiosity and independence in planning and carrying out investigations.	Animals, including humans NC Link: 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 PD: Develop self-awareness by discussing healthy food choices and habits. Build responsibility for personal health and physical wellbeing. Strengthen empathy by comparing human and animal needs. Improve communication skills through explaining how the body works.	Rocks NC Link: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Explore how and why [rocks] might have changed over time (non-statutory) Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter PD: Foster curiosity about the natural world and Earth's history. Develop patience and accuracy when observing and comparing samples. Build resilience through careful investigation and revisiting observations. Strengthen problem-solving skills when classifying materials.	Forces and magnets NC Link: Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Compare how things move on different surfaces Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing 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 PD: Strengthen curiosity through hands-on exploration of forces. Build perseverance when testing predictions and refining ideas. Develop teamwork during practical investigations. Improve confidence in sharing reasoning behind scientific conclusions.	Plants NC Link: 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 Identify and describe the functions of different parts of a flowering 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 PD: Develop responsibility through ongoing plant care. Foster patience when observing long-term plant changes. Strengthen collaboration when growing and investigating plants in groups. Encourage respect for living things and the environment.	Light Unit NC Link: Recognise that they need light in order to see things and that dark is the absence of light Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Notice that light is reflected from surfaces 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 PD: Build awareness of personal safety regarding sunlight and eye protection. Strengthen observational skills when studying light and shadows. Develop problem-solving skills by predicting and investigating shadow changes. Encourage creativity through exploring patterns and effects created by light.
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Year 4	<u>States of matter</u> <u>NC Link:</u> 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature PD: Develop resilience and independence when carrying out investigations and measuring temperatures. Follow instructions safely and responsibly during practical work. Reflect on results and learn from mistakes. Build confidence in recording observations accurately using tables and diagrams.	<u>Living things and their habitats</u> <u>NC Link:</u> Recognise that living things can be grouped in a variety of ways Making a guide to local living things (non-statutory) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment PD: Develop teamwork skills through group classification and sorting activities. Show perseverance when using classification keys and problem-solving. Build respect for living things and appreciation of biodiversity. Communicate findings clearly through discussion, drawings and written work.	<u>Living things and their habitats – Conservation</u> <u>NC Link:</u> Recognise that environments can change and that this can sometimes pose dangers to living things PD: Develop a sense of responsibility for the environment and living things. Understand how personal choices can impact habitats locally and globally. Build empathy by considering how environmental changes affect plants and animals. Participate positively in discussions about conservation and sustainability.	<u>Animals, including humans</u> <u>NC Link:</u> 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 and interpret a Variety of food chains, Identifying producers, predators and prey. PD: Develop curiosity about how the human body works and how to keep it healthy. Build confidence in explaining ideas using correct scientific vocabulary. Work collaboratively when creating and explaining food chains, listening respectfully to others' ideas. Take responsibility for own learning by asking questions and seeking clarification.	<u>Sound</u> <u>NC Link:</u> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the volume of a sound and the strength of the vibrations that produced it Find patterns between the pitch of a sound and features of the object that produced it Recognise that sounds get fainter as the distance from the sound source increases PD: Develop listening skills and respect others when investigating sounds. Work cooperatively during experiments involving musical instruments or sound sources. Build confidence to share ideas and predictions. Develop self-control and awareness when managing noise levels safely.	<u>Electricity</u> <u>NC Link:</u> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether 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 some common conductors and insulators, and associate metals as good conductors Recognise that a switch opens/closes a circuit and associate this with whether or not a lamp lights in a simple series circuit PD: Develop responsibility and awareness of safety when working with electrical equipment. Build problem-solving skills when constructing and debugging circuits. Work collaboratively, sharing resources fairly and supporting peers. Develop perseverance and confidence when experiments do not work first time.
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Year 5	Forces NC Link: 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 PD: Develop resilience and perseverance when testing forces and refining investigations. Work collaboratively, sharing roles fairly during practical activities. Build confidence in explaining scientific ideas using evidence. Follow safety rules and take responsibility when using equipment.	Earth and space NC Link: Describe the Sun, Earth and Moon as approximately spherical bodies Describe the movement of the Earth and other planets relative to the Sun in the solar system Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Describe the movement of the Moon relative to the Earth PD: Develop awe and curiosity about the universe and scientific discovery. Work collaboratively to model and explain abstract concepts. Build confidence in asking questions and sharing ideas. Show perseverance when understanding complex scientific ideas.	Living things and their habitats NC Link: Describe the life process of reproduction in some plants and animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird PD: Develop respect for living things and an understanding of life cycles. Build responsibility for caring for the natural world. Work cooperatively during research and presentation tasks. Develop confidence in presenting information clearly and accurately.	Changes of materials NC Link: Describe how to recover a substance from a solution Demonstrate that dissolving, mixing 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; :including changes associated the action of acid on bicarbonate of soda PD: Develop curiosity and confidence to explore cause and effect. Follow instructions carefully and safely during practical investigations. Reflect on results and recognise when changes cannot be reversed. Develop teamwork skills through shared investigations and discussion.	Properties of materials NC Link: Compare and group together everyday materials based on: their properties, including: hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets :on evidence from comparative & fair tests, including their conductivity of heat :on uses of everyday materials, including metals, wood & plastic Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including: filtering, sieving and evaporating PD: Develop independence when planning and carrying out fair tests. Build critical thinking skills by using evidence to justify conclusions. Show responsibility and care when handling materials and equipment. Communicate findings clearly using appropriate scientific language.	Animals, including humans NC Link: Describe the changes as humans develop to old age PD: Develop respect and understanding for differences between people and life stages. Build empathy by learning about physical and emotional changes. Communicate sensitively and respectfully during discussions. Develop self-awareness and confidence when learning about human development.
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Year 6	Electricity NC Link: Use recognised symbols when representing a simple circuit in a diagram Associate the brightness of a bulb 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. PD: Develop independence and responsibility when planning and testing electrical circuits safely. Build resilience and problem-solving skills when circuits do not work as expected. Work collaboratively, sharing ideas and respecting different approaches. Communicate explanations clearly using correct scientific symbols and vocabulary.	Light NC Link: Recognise that light appears to travel in straight lines & to explain that objects are seen because they give out or reflect light into the eye; or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them PD: Develop curiosity and questioning skills when exploring how light behaves. Show perseverance when modelling and explaining abstract scientific ideas. Work cooperatively during investigations, taking on shared roles. Build confidence in presenting explanations clearly to others.	Animals including humans NC Link: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Describe the ways in which nutrients and water are transported within animals, including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function PD: Develop understanding and responsibility for maintaining a healthy lifestyle. Build self-awareness and respect for personal choices and differences. Communicate sensitively and maturely during discussions about the human body. Apply scientific knowledge to real-life health and wellbeing decisions	Living things and their habitats NC Link: Give reasons for classifying plants and animals based on specific characteristics Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals PD: Develop analytical thinking by justifying classification decisions. Work collaboratively to research, classify and present information. Build respect for the diversity of living things. Communicate findings clearly using scientific terminology	Evolution and inheritance NC Link: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago PD: Develop curiosity about the natural world and how it changes over time. Build critical thinking skills by considering evidence from fossils and adaptations. Show respect for different viewpoints when discussing scientific theories. Develop confidence in explaining ideas using scientific evidence	Looking after the environment NC Link: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report & present findings from enquiries, including conclusions, causal relationships and explanations of with a degree of trust in results, in oral and written forms Identifying scientific evidence that has been used to support or refute ideas or arguments, using test results to make predictions to set up further comparative & fair tests PD: Develop responsibility and pride in producing accurate and well-presented work. Build confidence when presenting findings to different audiences. Develop critical thinking and reflection when evaluating evidence and results. Work independently and collaboratively, managing time and resources effectively