St Andrew's Science Curriculum 2026/2027

Foundation	Autumn	Spring	Summer
	All about me **Celebrations** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Talk about processes and changes in the natural world around them, including the seasons and changing states of matter.	**Frozen Planet** **Minibeasts** Know some similarities between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Identify processes and changes in the natural world around them, including the seasons and changing states of matter.	**Amazing Africa** **The Seaside** 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.

	Autumn	Spring	Summer
Year A Year 1&2	**From Land's End to John O'Groats** ***What does it mean to be British?***	**To the Edge of the World** ***What does it mean to have courage?***	**All Things Bright and Beautiful** ***Why is it important to look after our world?***
	'Let's build': STEM investigations based around bridges and structures of Britain. Explore the properties, names and purpose of everyday materials. Learn about significant engineers e.g. Brunel **STEM challenge- PLAN + REVIEW-** building the strongest bridge**.** **DO:** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Survival in new lands; our basic needs & comparing these to animals' needs; naming animals; Shackleton. (Animals including humans)** **DO**: Use all 5 sense to make observations. **DO**- the importance of exercise. **PLAN + REVIEW**- stopping the ice trolls melting.	**Living things and their habitats with focus on world habitats** **DO-** Make close observations- dead, alive, never been alive. **DO + REVIEW**-woodlouse's favourite habitat.
Year B Year 1&2	**Where we Live** ***What does it mean to belong to a diverse community?***	**Changing homes, changing times.** ***How can I become an agent of change?***	**On the Farm** ***Where does our food come from and how can we make sure there's enough for everyone?***

	Micro-habitats in the city and at the beach. Investigations based on the Lighthouse Keeper's Lunch (focus on working scientifically). **DO:** identify habitats in the school grounds and animals which are living in these habitats. **PLAN**: Ask questions; How does a lighthouse work? **DO**: lighting up a bulb. **PLAN + REVIEW:**investigate how to keep the lighthouse keepers cup of hot chocolate warm during cold weather. **PLAN + REVIEW:** investigate what will affect how well the picnic basket travels across a rope.	**Materials and their uses linked to household objects. How materials have changed over time** **PLAN, DO + REVIEW**: test to find out which materials are waterproof. **DO**-making close observations- sort objects based on the properties of their materials. **DO + REVIEW**:find out which type of paper absorbs the most liquid. **DO:** find out how the shape of some materials can be changed by squashing, bending, twisting and stretching.	**'Plants' Seasonal change/Green plants** **PLAN, DO + REVIEW**: investigate what plants need to grow. **DO:** Identify trees and plants.
Year A Year 3&4	**Autumn** **People on the Move** ***Why did people go on journeys?*** ***What does migration look like in modern times?***	**Spring** **Children of the World** ***How do different people live around the world?*** ***Why is diversity important?***	**Summer** **Our Strength Within** ***How do people adapt to challenges?***
	States of matter. Reversible and irreversible reactions. How to make sea water pure by evaporation. Filtering / sieving / grinding grains to make bread. **PLAN, DO + REVIEW (guided):** What affects the rate sugar dissolves? **REVIEW:** Do different liquids have different freezing points? **DO:** What happenes to materials when they are heated? **PLAN:** What affects the rate of water evaporation? Compare and group materials Observe which materials dissolve in water.	**Humans and other animals. Comparing the health, diet and nutrition of children around the world.** **PLAN, DO + REVIEW:** What effects pulse rate? **DO + REVIEW:** What effect does sugar have on teeth?	**Forces and Magnets (Friction of vehicles on different terrains. Air resistance of parachutes)** **Electricity (Communication systems)** **DO + REVIEW:** Insulators and conductors **DO + REVIEW:** How can bulbs be made brighter and dimmer? **PLAN:** Investigate friction. **PLAN:** Magnetic and non-magnetic materials. **DO + REVIEW:** Magnetic behaviour.

Year B Year 3&4	**Autumn** **Back to the Stone Age!** ***Why is it important to be resilient?***	**Roman Invaders!** ***What is Legacy? How do we see the Roman legacy today?***	**From the Moor to the Sea** ***How does learning about our local area affect how we protect it for the future?***
	Rocks and soil. How were different rocks used to make weapons, tools and shelter. Agriculture **PLAN, DO + REVIEW:** Waterproof materials. **DO:** Compare and group rocks **DO, REVIEW:** What effects the permeability of soil?	**Light and Sound.(link with Roman Sundials.)** **DO + REVIEW:** What affects shadow size? **DO + REVIEW:** What affects the frequency and pitch of sound? **DO + REVIEW:** Find patterns between the volume (amplitude) of sound. **PLAN + DO:** What materials make good sound insulators?	**Living things in the environment. Green plants. (Link to the ecology and diverse habitats of Dartmoor and the coast)** **PLAN, DO + REVIEW:** What conditions do plants grow the best in? **DO + REVIEW:** Do plants need leaves to survive? **REVIEW:** How is water transported within plants?
Year A Year 5&6	**Autumn** **<u>The Power of Propaganda</u>** *How does the media impact/influence society?*	**Spring** **<u>Echoes of Destruction</u>** *What is the environmental impact of mankind?*	**Summer** **<u>Citius, Altius, Fortius</u>** *What will be your legacy?*
	Forces - how gravity, friction, air resistance played their part in WW2, eg. parachutes **DO:** What affects air resistance? Parachutes **PLAN + REVIEW:** Water resistance - different object, same weight. **DO:** Gravity - dropping similar shapes, different weights.	***Living things and their habitats. Focus on how food chains and natural habitats, such as The Amazon Rainforest, can suffer with mankind's population growth and change of land use.*** **PLAN + DO:** Plant an asexually produced offspring plant so that it will grow - select conditions **DO + REVIEW:** Investigating Yeast - Compare different conditions to see which are most favourable for yeast respiration. (Guided)	***Properties & Changes in Materials (Links to Greek Scientists/Philosophers, materials found by Archaeologists and the process making Greek pottery)*** **PLAN, DO + REVIEW:** Investigate dissolving and how different variables affect how a material dissolves. **DO:** Compare the thermal insulation properties of a range of materials.
Year B Year	**Autumn** **<u>A single thread does not make a cloth</u>**	**Spring** **<u>The Winds of Change…</u>**	**Summer** **<u>All Aboard!</u>**

5&6	***How is our culture enriched by diversity?***	*What Can We Learn From Our Ancestors?*	*Is progress always positive?*
	Earth and Space & Light - Understanding the structure of our Solar System and the role of the Sun as a source of light, which affects the length of our day and night/seasons together with how we see objects. **DO + REVIEW:** Measuring reflected light. **PLAN, DO + REVIEW:** How shadows form + investigation	**Evolution & inheritance/Animals including humans - making connections between inherited and learned characteristics, and how evolution and adaptation to our surroundings influenced the survival and population growth of early civilisations.** **PLAN + DO:** Bird beaks **DO:** Camouflage test	**Electricity (Changing Circuits): Development of Electricity before and during the Victorian era; an awareness of careers in electricity. The Human Circulatory system: These lessons link the scientific understanding of the circulatory system to medical advances made during the Victorian era.** **DO:** Investigating voltage **PLAN, DO + REVIEW:** Variables in electric circuits (independent)