Science Curriculum Learning Statements Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	**What's your favourite fairy-tale?**	**What changes in our environment can you see?**	**What can you see through a telescope?**	**What can you see under the sea?**	**How does your garden grow?**	**Are you mad about animals?**
Year 1	**Describe materials** **(How have toys changed overtime?)** **We will be:** **Learning about different materials to describe and compare their properties. The children will be grouping materials into categories. We will predict which material will protect humpty dumpty from a fall and conclude our findings.** *I can predict, examine and investigate.* *I can conclude and analyse findings.*	**Animal survival** **(How does the weather change over seasons?)** **We will be:** **learning to 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). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.** *I can observe things closely.* *I can understand and use scientific language* *I can predict, examine and investigate.*	**Habitats** **(Who is the oldest reigning monarch?)** **We will be:** **Learning about different animals' habitats. What a habitat is, where animals live, what they need in their home. Children will decide and sort animals into the correct habitat as well as finding and creating a habitat for insects to conclude their learning.** *I can talk about similarities and differences, based on my observations.* *I can understand and use scientific language* *I show curiosity and ask questions.*	**Habitats** **(How is London different to where we live?)** **We will be:** **Learning about different animals' habitats. What a habitat is, where animals live, what they need in their home. Children will decide and sort animals into the correct habitat as well as finding and creating a habitat for insects to conclude their learning.** *I can talk about similarities and differences, based on my observations.* *I can understand and use scientific language* *I show curiosity and ask questions.*	**Seasons** **(What makes the seaside the seaside?)** **We will be:** **Learning about the different types of weather in the UK. The children will observe and create a weather diary as well as a rain measure. We will observe and describe weather associated with the seasons and how the length of each day changes.** I can understand and use scientific language I show curiosity and ask questions. *I can reason and justify* *I can talk about similarities and differences, based on my observations.*	**Plants** **(Who was Mary Anning and how did she change history?)** **We will be:** **Learning about what a plant needs to survive and grow. How to keep a plant alive, where would be the best place for a plant to be kept. The children will be identifying and naming different plants and trees as well as labelling the structure of the plants.** I show curiosity and ask questions. *I can reason and justify* *I can talk about similarities and differences, based on my observations.* *I can observe things closely.*
Year 2	**Animal Lifecycles** **(What does a Pirate need to reach the treasure?)** **We will be learning about the life cycle of humans and what happens in each stage of development. We will also be learning about the life cycle of an owl and then comparing it to the life cycle of a penguin (as we are penguin class).** *I can talk about similarities and differences, based on my observations.*	**Changing Materials** **How has Andover changed?** **We will be recapping about different materials and their properties from Year 1. They will then be identifying the suitability of different materials and doing an experiment to see which material would make the best raincoat and the identifying which material would be flexible enough to make a belt.** *I can predict, examine and investigate.*	**Changing Materials** **(How does the weather change the closer you get to the equator?)** **We will be recapping about different materials and their properties from Year 1. They will then be identifying the suitability of different materials and doing an experiment to see which material would make the best raincoat and the identifying which material would be flexible enough to make a belt.**	**Pushes and pulls** **How is Kingston different to Andover?** **We will be learning how objects move and investigating whether objects can move in the same way. They will be doing an experiment to see if they can find a way to slow down a marble as it does down the marble run. We will also be finding out how the slope of a hill affects the speed at which an object comes down it.**	**Pushes and pulls** **(How did the fire change London?)** **We will be learning how objects move and investigating whether objects can move in the same way. They will be doing an experiment to see if they can find a way to slow down a marble as it does down the marble run. We will also be finding out how the slope of a hill affects the speed at which an object comes down it.**	**New plants** **(Could The Titanic have been saved?)** **We will be identifying the parts of a plant and finding out what a plant needs in order to survive. We will be growing cress and putting it in different places to see if this affects how well it grown – Outside, on my desk, in a cupboard with no water. We will also be planting flowers and observing how they grow (plant before half term).**

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	I show curiosity and ask questions.	*I can talk about similarities and differences, based on my observations.* *I can conclude and analyse findings.*	*I can predict, examine and investigate.* *I can talk about similarities and differences, based on my observations.* *I can conclude and analyse findings.*	*I can observe things closely.* *I can understand and use scientific language.* *I can predict, examine and investigate.* *I can conclude and analyse findings.*	*I can observe things closely.* *I can understand and use scientific language* *I can predict, examine and investigate.* *I can talk about similarities and differences, based on my observations.* *I can conclude and analyse findings.*	I show curiosity and ask questions. *I can reason and justify* *I can talk about similarities and differences, based on my observations.* *I can observe things closely.* *I can conclude and analyse findings.*
Year 3	**Magnets** **(Did it rock to live in Stone Age Britain?)** **We will be:** Exploring magnetic materials in and around school, understand how magnets attract and repel each other. *I can talk about similarities and differences, based on my observations.* *I can reason and justify*	**Animals, Skeletons and Movement** **(When was life in Andover better? The Iron Age or Stone Age?)** **We will be:** Developing their understanding of the human skeleton and understand the changes in the bones and understand the similarities and differences of human and animal skeleton. *I show curiosity and ask questions.* *I can understand and use scientific language.* *I can reason and justify.*	**Solids, Liquids and Gases.** **(How extreme can Earth be?)** **We will be:** recapping the vocabulary for materials that was taught in Key stage 1 before beginning to build on this knowledge and investigating changes in states. *I can observe things closely.* *I can talk about similarities and differences, based on my observations.* *I can understand and use scientific language.* *I can be patient and persistent.*	**Plants food production** **(Why should we save Earth's Rainforests?)** **We will be:** recapping plant vocabulary before moving on to learning how light affects plant growth, how plants take in water, what type of soil plants prefer and investigate how we could stop gases getting in and out of leaves. *I can predict, examine and investigate.* *I can observe things closely.* *I can talk about similarities and differences, based on my observations.* *I can understand and use scientific language.*	**Light** **Who were the Romans? What did they do for us?** **We will be:** Investigating how bright light sources can be and how being in darkness can affect your sense of hearing. We will then be investigating different materials and their properties before investigating how different mirror shapes affect how the light reflects it. *I can conclude and analyse findings.* *I show curiosity and ask questions.* *I can understand and use scientific language* *I can predict, examine and investigate.* *I can observe things closely.*	**Rocks and Soils** **Andover- How do we use our land?** **We will be:** learning to recall the names of the different rock types and their properties before investigating which rock is more porous and could be used to create a cave. The children will then investigate the structure of soil from around the school groups. I can observe things closely. I can be patient and persistent. *I can understand and use scientific language* *I can predict, examine and investigate.*
Year 4	**Mixtures and separating them ("Why do so many people settle in Megacities?")** **We will be:** **Identifying substances within mixtures, and exploring how to separate them.** *I can predict, examine and investigate.* *I can conclude and analyse findings.*	**Digestion** **("Were the Anglo Saxons the ruin of Britain?")** **We will be:** **Learning about food groups and the digestion process, including the function and types of teeth.** *I can predict, examine and investigate.* *I can talk about similarities and differences, based on my observations.*	**Plants - Reproduction** **("Were the Vikings Raiders or Traders?")** **We will be:** **Learning the reproductive parts of a plant by dissecting flowers. We will learn different methods of seed dispersal and investigate growing conditions.** *I can understand and use scientific language*	**Electrical Circuits** **"Where does the River Anton begin and end?"** **We will be:** **Learning about the components of electrical circuits, creating circuits and understanding where electricity is used in our daily lives.** *I can predict, examine and investigate.*	**Living Things** **"Was King Alfred really great?"** **We will be:** **Comparing living things and classifying them based on their differences, furthering our understanding of life cycles in humans and animals, and considering how habitat changes are affecting organisms.**	**Living Things** **Is the Costa Brava a world away from our local area?** **We will be:** **Comparing living things and classifying them based on their differences, furthering our understanding of life cycles in humans and animals, and considering how habitat changes are affecting organisms.**

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		I can conclude and analyse findings.	*I can observe things closely.* *I can talk about similarities and differences, based on my observations.*	*I can talk about similarities and differences, based on my observations.* *I can conclude and analyse findings.* *I can understand and use scientific language.*	I can talk about similarities and differences, based on my observations. I can observe things closely. *I can predict, examine and investigate.*	I can talk about similarities and differences, based on my observations. I can observe things closely. *I can predict, examine and investigate.*
Year 5	**Fossils, geological time and classification** **(What was the greatest achievement for each civilisation?)** We will be: **Learning about the process of how fossils are formed and then make and excavate their own fossils.** *I show curiosity and ask questions.* *I can conclude and analyse findings.*	**Space and gravity** **(Where in Russia would you launch a space rocket?)** We will be: **Learn about the planets of the solar system, how, why planets orbit the sun and learn about gravity and its effects.** *I can question evidence.* *I can understand and use scientific language* *I show curiosity and ask questions.* *I can conclude and analyse findings.*	**Making New Substances** **(What was everyday life for men, women and children in ancient Egypt?)** We will be: **Learning about the concept of mass and carrying out investigations to explore the differences between reversible and irreversible changes to make new substances** *I show curiosity and ask questions.* *I can reason and justify* *I can predict, examine and investigate.*	**Making New Substances / Forces that oppose motion** **Why does parliament run the country rather than the king?** We will be: **Learning about the concept of mass and carrying out investigations to explore the differences between reversible and irreversible changes to make new substances** **+** **carrying out investigations to explore water resistance, air resistance, friction and using gears, pulleys and levers to manage forces.** *I show curiosity and ask questions.* *I can reason and justify* *I can predict, examine and investigate.* *I can conclude and analyse findings.*	**Forces that oppose motion** **Why would a refugee want to move to Andover?** We will be: **carrying out investigations to explore water resistance, air resistance, friction and using gears, pulleys and levers to manage forces.** *I can reason and justify* *I can predict, examine and investigate.* *I can conclude and analyse findings.* I can question evidence.	**Circulation** **Are we protecting our British wildlife?** **We will be:** **Exploring how do nutrients get to where they are needed in the body including oxygen and also looking at the circulatory system.** *I can reason and justify* *I can predict, examine and investigate.* *I can conclude and analyse findings.* I can question evidence. *I can talk about similarities and differences, based on my observations.*
Year 6	**How light behaves.** **Why does my shadow change length?** **(Are there mountains in the UK?)** **We will be:** **Exploring where lights comes from and how it travels, how we see objects, how light is reflected and how we see colours**	**Classification and Evolution** **How does evolution happen?** **(Andover or the Canadian Wilderness – which biome would you choose?)** **We will be:** **Learning about inheritance through genes, sexual and asexual reproduction, variation**	**Controlling Electrical circuits - How can electrical circuits be controlled?** **Why is the Mayan culture important?** **We will be:** **Learning to create, draw and label basic circuits using correct scientific symbols and understand how variables within**	**Sound** **Which countries grow cocoa and how do we get chocolate?** **We will be:** **Identifying how sounds are made, how they travel, make links with pitch, volume and how they can be changed.** *I can understand and use scientific language*	**How have the Ancient Greeks influenced the modern western world?** **NO SCIENCE - SATS**	**Sound** **How have the Ancient Greeks influenced the modern western world?** **We will be:** **Identifying how sounds are made, how they travel, make links with pitch, volume and how they can be changed.**

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	I can predict, examine and investigate. *I can conclude and analyse findings.*	**amongst living things and how animals have adapted** *I can understand and use scientific language* *I show curiosity and ask questions.* *I can conclude and analyse findings.*	**a circuit can affect its performance.** *I can understand and use scientific language* *I can predict, examine and investigate.* *I show curiosity and ask questions.* *I can conclude and analyse findings.*	*I can predict, examine and investigate.* *I show curiosity and ask questions.* *I can conclude and analyse findings.*		*I can understand and use scientific language* *I can predict, examine and investigate.* *I show curiosity and ask questions.* *I can conclude and analyse findings.*