



# Sequence of Learning: Science starting Year A in EYFS

Physics

Chemistry

Biology

Earth Science

Working Scientifically

	EYFS (A)	Year 1/2 (B)	Year 2/3 (A)	Year 2/3 (B)	Year 4/5 (A)	Year 4/5 (B)	Year 5/6 (A)
<b>Autumn</b>	<p>Autumn 1 EYFS - <i>The senses</i> EYFS - <i>Our body</i></p> <p>Autumn 2 EYFS - <i>Food</i> EYFS - <i>Health and Safety</i> EYFS - <i>Materials</i> EYFS - <i>Weather and Seasons</i></p>	<p>Autumn 1 Year 1 - <i>Animals including humans</i> (Human body and senses)</p> <p>Autumn 2 Year 1 - <i>Animals including humans</i> (Animal groups - carnivores, omnivores, herbivores)</p>	<p>Autumn 1 Year 2 - <i>Uses of everyday materials</i> (Suitability for use, changing shape of solids)</p> <p>Autumn 2 Year 3 - <i>Rocks</i> (Group, fossils, composition of soil)</p>	<p>Autumn 1 Year 2 - <i>Animals including humans</i> (Exercise and nutrition) Year 3 - <i>Animals including Humans</i> (Skeletons and muscles)</p> <p>Autumn 2 Year 3 - <i>Light</i> (Need light to see, reflection, shadows, dangers of the sun)</p>	<p>Autumn 1 Year 4 - <i>Animals including humans</i> (Digestive system, teeth and food chains)</p> <p>Autumn 2 Year 4 - <i>Sound</i> (Vibrations, pitch and volume)</p>	<p>Autumn 1 Year 5 - <i>Earth and Space</i> (Planets, solar system, Earth's rotation- night and day, apparent movement of the sun)</p> <p>Autumn 2 Year 5 - <i>Forces</i> (Recap Y3 objectives, Gravity, air resistance, friction, pulleys, levers and gears)</p>	<p>Autumn 1 and Autumn 2 Year 6 - <i>Electricity</i> (Electrical symbols, voltage and effect of voltage)</p>
<b>Spring</b>	<p>Spring 1 EYFS - <i>Food</i></p> <p>Spring 2 EYFS - <i>Animals</i></p>	<p>Spring 1 Year 1 - <i>Seasonal change</i> (Seasons, seasonal weather and varying length of day, Earth and space)</p> <p>Spring 2 Year 1 - <i>Everyday materials 1</i> (Identify and name materials from objects, describe properties, compare/group materials)</p>	<p>Spring 1 Year 2 - <i>Animals including humans</i> (Needs to survive, offspring)</p> <p>Spring 2 Year 3 - <i>Forces</i> (Forces on surfaces)</p>	<p>Spring 1 Year 2 - <i>Living things and habitats</i> (Living, dead, never alive, habitats inc. microhabitats)</p> <p>Spring 2 Year 3 - <i>Magnets</i> (Magnets attract and repel, north/south poles)</p>	<p>Spring 1 Year 4 - <i>Electricity</i> (Series circuits, name components, effect of switches, conductors and insulators, plus a few Y6 objectives)</p> <p>Spring 2 Year 4 - <i>States of Matter</i> (Solids, liquids and gases, change of state, condensation/evaporation)</p>	<p>Spring 1 and Spring 2 Year 5 - <i>Properties of Materials</i> (Recap states of matter, properties of materials, dissolving, separating, reversible and irreversible changes)</p>	<p>Spring 1 and Spring 2 Year 6 - <i>Animals including Humans</i> (Skeleton, heart and nutrition and eye and how it sees light)</p>
<b>Summer</b>	<p>Summer 1 EYFS - <i>Animals -insects</i> EYFS - <i>Plants</i> EYFS - <i>Food</i></p> <p>Summer 2 EYFS - <i>Forces</i> EYFS - <i>The beach</i> EYFS - <i>Animals</i> EYFS - <i>Food</i> EYFS - <i>Weather and Seasons</i></p>	<p>Summer 1 Year 1 - <i>Everyday Materials 2</i> (Uses of materials based on properties)</p> <p>Summer 2 Year 1 - <i>Plants</i> (Identify /name wild and garden plants, deciduous/evergreen, structure of plants)</p>	<p>Summer 1 Year 2 - <i>Living things and their habitats</i> (Living things and their habitats around the world - rainforests)</p> <p>Summer 2 Year 3 - <i>Plants</i> (Functions of parts, water transportation, pollination, seed dispersal)</p>	<p>Summer 1 Year 2 - <i>Plants</i> (Growing from seeds and bulbs, conditions for growth)</p> <p>Summer 2 Year 3 <i>Scientific Enquiry (Solar oven)</i></p>	<p>Summer 1 and Summer 2 Year 4 - <i>Living things and their habitats</i> (Grouping living things, classification keys and environmental effect on living things)</p>	<p>Summer 1 Year 5 - <i>Living things and their habitats</i> (Life cycles and reproduction in plants and animals)</p> <p>Summer 2 Year 5 - <i>Animals including humans</i> (Changes in humans to old age)</p>	<p>Summer 1 and Summer 2 Year 6 - <i>Living things and their habitats</i> (Classification plus evolution objectives)</p>



# Sequence of Learning: Science starting Year B in EYFS

Physics

Chemistry

Biology

Earth Science

Working Scientifically

	EYFS (B)	Year 1/2 (A)	Year 2/3 (B)	Year 2/3 (A)	Year 4/5 (B)	Year 4/5 (A)	Year 6 (B)
<b>Autumn</b>	<p>Autumn 1 EYFS - <b>The senses</b> EYFS - <b>Our body</b></p> <p>Autumn 2 EYFS - <b>Materials</b> EYFS - <b>Food</b> EYFS - <b>Plants</b> EYFS - <b>Weather and Seasons</b></p>	<p>Autumn 1 Year 1 - <b>Animals including humans</b> (Human body and senses)</p> <p>Autumn 2 Year 1 - <b>Animals including humans</b> (Animal groups – carnivores, omnivores, herbivores)</p>	<p>Autumn 1 Year 2 - <b>Animals including humans</b> (Exercise and nutrition) Year 3 - <b>Animals including Humans</b> (Skeletons and muscles)</p> <p>Autumn 2 Year 3 - <b>Light</b> (Need light to see, reflection, shadows, dangers of the sun)</p>	<p>Autumn 1 Year 2 - <b>Uses of everyday materials</b> (Suitability for use, changing shape of solids)</p> <p>Autumn 2 Year 3 - <b>Rocks</b> (Group, fossils, composition of soil)</p>	<p>Autumn 1 Year 5 - <b>Earth and Space</b> (Planets, solar system, Earth's rotation- night and day, apparent movement of the sun)</p> <p>Autumn 2 Year 5 - <b>Forces</b> (Recap Y3 objectives, Gravity, air resistance, friction, pulleys, levers and gears)</p>	<p>Autumn 1 Year 4 - <b>Animals including humans</b> (Digestive system, teeth and food chains)</p> <p>Autumn 2 Year 4 - <b>Sound</b> (Vibrations, pitch and volume)</p>	<p>Autumn 1 and Autumn 2 Year 6 - <b>Light</b> (Light travelling in straight lines, eyes, shadows have same shape as object plus electricity objectives related to light)</p>
<b>Spring</b>	<p>Spring 1 EYFS - <b>Food</b></p> <p>Spring 2 EYFS - <b>Animals</b> EYFS - <b>Insects</b></p>	<p>Spring 1 Year 1 - <b>Seasonal change</b> (Seasons, seasonal weather and varying length of day, Earth and space)</p> <p>Spring 2 Year 1 - <b>Everyday materials 1</b> (Identify and name materials from objects, describe properties, compare/group materials)</p>	<p>Spring 1 Year 2 - <b>Living things and habitats</b> (Living, dead, never alive, habitats inc. microhabitats)</p> <p>Spring 2 Year 3 - <b>Magnets</b> (Magnets attract and repel, north/south poles)</p>	<p>Spring 1 Year 2 - <b>Animals including humans</b> (Needs to survive, offspring)</p> <p>Spring 2 Year 3 - <b>Forces</b> (Forces on surfaces)</p>	<p>Spring 1 and Spring 2 Year 5 - <b>Properties of Materials</b> (Add in change of state, properties of materials, dissolving, separating, reversible and irreversible changes)</p>	<p>Spring 1 Year 4 - <b>Electricity</b> (Series circuits, name components, effect of switches, conductors and insulators, plus a few Y6 objectives)</p> <p>Spring 2 Year 4 - <b>States of Matter</b> (Solids, liquids and gases, change of state, condensation/evaporation)</p>	<p>Spring 1 and Spring 2 Year 6 - <b>Animals including Humans</b> (Circulation, heart, blood and nutrition)</p>
<b>Summer</b>	<p>Summer 1 EYFS - <b>Animals</b></p> <p>Summer 2 EYFS - <b>Forces</b> EYFS - <b>The beach</b> EYFS - <b>Weather and Seasons</b></p>	<p>Summer 1 Year 1 - <b>Everyday Materials 2</b> (Uses of materials based on properties)</p> <p>Summer 2 Year 1 - <b>Plants</b> (Identify /name wild and garden plants, deciduous/evergreen, structure of plants)</p>	<p>Summer 1 Year 2 - <b>Plants</b> (Growing from seeds and bulbs, conditions for growth)</p> <p>Summer 2 Year 3 <b>Scientific Enquiry (Solar oven)</b></p>	<p>Summer 1 Year 2 - <b>Living things and their habitats</b> Living things and their habitats around the world – rainforests)</p> <p>Summer 2 Year 3 - <b>Plants</b> (Functions of parts, water transportation, pollination, seed dispersal)</p>	<p>Summer 1 Year 5 - <b>Living things and their habitats</b> (Life cycles and reproduction in plants and animals)</p> <p>Summer 2 Year 5 - <b>Animals including humans</b> (Changes in humans to old age)</p>	<p>Summer 1 and Summer 2 Year 4 - <b>Living things and their habitats</b> (Grouping living things, classification keys and environmental effect on living things)</p>	<p>Summer 1 and Summer 2 Year 6 - <b>Evolution and Inheritance</b> (Living things have changed over time, fossil evidence, variation in species, adaptation leads to evolution plus classification objectives.)</p>