



# Seagrave Village Primary School

Green Lane, Seagrave, Loughborough, Leicestershire, LE12 7LU

Telephone: 01509 812486, E-mail: [office@seagrave.bepschools.org](mailto:office@seagrave.bepschools.org)



**BRADGATE**  
Education Partnership

## Curriculum Intent

### Science

#### Intent

The Seagrave science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all children should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, children are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Autumn 1</b>	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Please see NC PoS Yr1 - Animals including humans Yr2 – Living things and their habitats Animals including humans	Please see NC PoS  Yr 3 – Light  Yr 3 and 4 – Working Scientifically	Please see NC PoS  Yr 5 – Earth and space  Yr 6 – Evolution and inheritance
<b>Implementation (first stage) CYCLE A</b>	Bodies and health	Animals and humans	Light	Earth and space
<b>Implementation (first stage) CYCLE B</b>		Adaptation Categorising animals	Shadow puppets Investigations – light Linked to colour wheels and prisms	Inheritance and evolution Enlightenment Era
<b>Autumn 2</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Please see NC PoS  Yr1 – Plants Yr2 – Plants Living things and their habitats	Please see NC PoS  Yr 3 – Rocks  Yr 4 - Electricity	Please see NC PoS  Yr 6 – Living things and their habitats  Yr 5 - Living things and their habitats
<b>Implementation (first stage) CYCLE A</b>	Animals Habitats Light and dark	Food chains Living things	Rocks	Living things
<b>Implementation (first stage) CYCLE B</b>		Habitats	Electricity	Living things
<b>Spring 1</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate	Please see NC PoS  Yr 1 – everyday materials  Yr 2 – Uses of everyday materials	Please see NC PoS  Yr 3 – Forces and magnets  Yr 4 – states of matter	Please see NC PoS  Yr 5 and 6 – Working Scientifically



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	environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Yr 1 and 2 – Working scientifically	Yr 3 and 4 – Working Scientifically	Yr 6 – Evolution and inheritance
<b>Implementation (first stage) CYCLE A</b>	Materials	Materials What is the best material for... investigations	Forces and magnets	Investigative science <ul style="list-style-type: none"> <li>- Fair test</li> <li>- Living things/habitats</li> </ul>
<b>Implementation (first stage) CYCLE B</b>		Materials Including reversible and irreversible changes	Science Inventors <ul style="list-style-type: none"> <li>- Tools</li> <li>- Energy</li> <li>- Music</li> <li>- Sound</li> <li>- States of matter</li> </ul>	Investigative science <ul style="list-style-type: none"> <li>- DNA</li> <li>- Primates/ancestry</li> <li>- Fair test</li> <li>- Scientific reports</li> </ul>
<b>Spring 2</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Please see NC PoS  Yr1 – Plants Seasonal Changes  Yr 2 - Yr2 – Plants Living things and their habitats  Yr 1 and 2 – Working scientifically	Please see NC PoS  Yr 3 – plants  Yr 4 – States of matter	Please see NC PoS  Yr 6 – Light Electricity  Yr 5 - Forces
<b>Implementation (first stage) CYCLE A</b>	Fantastic creatures – forces Flight and movement Life cycles	Plants Seasonal changes	States of matter	Forces and motion <ul style="list-style-type: none"> <li>- Scientific data</li> <li>- Diagrams</li> <li>- Reports</li> <li>- Maths link</li> </ul>
<b>Implementation (first stage) CYCLE B</b>		Investigations – heat/fire	Plants	Electricity and light <ul style="list-style-type: none"> <li>- Scientific data</li> <li>- Diagrams</li> <li>- Reports</li> <li>- Maths link</li> </ul>
<b>Summer 1</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Please see NC PoS  Yr 1 – animals including humans  Yr 2 - animals including humans	Please see NC PoS  Yr 3 and 4 – Working Scientifically  Yr 3 – Animals, including humans  Yr 4 – living things and their habitats Animals, including humans	Please see NC PoS  Yr 5 and 6 – Working Scientifically  Yr 5 – properties and changes of materials
<b>Implementation (first stage) CYCLE A</b>	Life cycles In my garden – growth and decay	Living things	Living things Habitats Animals Ourselves	Working scientifically Materials



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<b>Implementation (first stage) CYCLE B</b>		Our bodies  SRE link	Working scientifically Local environment  Forest School Link	Working scientifically Filtering and separating – links to rivers, erosion
<b>Summer 2</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Please see NC PoS  Yr 1 and 2 – Working scientifically  Yr 1 – plants Yr 2 – Plants	Please see NC PoS  Yr 3 and 4 – Working Scientifically  Yr 4 – Sound	Please see NC PoS Yr 5 – Animals, including humans  Yr 6 – Animals, including humans
<b>Implementation (first stage) CYCLE A</b>	Seaside summer  Floating and sinking	Science outdoors – trees, plants and the world around us  Forest school link	Sound	Circulatory system  Human body – changes SRE links
<b>Implementation (first stage) CYCLE B</b>		Water World  Water-based science investigations	Science investigations and creating scientific reports	Human body – changes  SRE links
<b>Impact</b>				
<p>Progress against the learning intentions will be mapped and monitored through teacher assessment into the statement section of Target Tracker.</p> <p>The science curriculum leader will monitor the effectiveness of the curriculum through pupil interviews and work scrutiny.</p>				