

## Oak Science Plan 2025-26

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Electricity</b> <ul style="list-style-type: none"> <li>Construct series circuits</li> <li>Understand the function of the switch</li> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off</li> </ul> | <b>Materials – Part 1</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties including hardness, solubility, transparency, conductivity, and response to magnets</li> <li>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul> | <b>How the Eye Works and Light</b> <ul style="list-style-type: none"> <li>Recognise that light travels in straight lines</li> <li>Use the knowledge that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see because light travels from sources to our eyes or from light sources to objects and then to our eyes</li> </ul> | <b>Healthy Body</b> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise and drugs and lifestyle on the function of the body</li> <li>Describe the way in which nutrients and water are transported within animals, including humans</li> </ul> | <b>Evolution</b> <ul style="list-style-type: none"> <li>To be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</li> <li>To be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical</li> </ul> | <b>Materials – Part 2</b> <ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating</li> <li>Explain reasons for the uses of everyday materials based on comparative and fair tests including metals, wood and plastic</li> <li>Explain that some changes</li> </ul> |

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| <p>position of switches.</p> <ul style="list-style-type: none"> <li>Use recognized symbols when representing a simple circuit in a diagram</li> </ul> <p>Working Scientifically Asking questions</p> <ul style="list-style-type: none"> <li>Ask questions which can be answered in a variety of ways</li> <li>Planning a variety of investigations which require the manipulation of variables</li> </ul> <p>Making observations and Taking Measurements</p> <ul style="list-style-type: none"> <li>Select the right</li> </ul> |  | <ul style="list-style-type: none"> <li>Explain why shadows are the same shape as the objects that cast them</li> <li>Name the parts of the eye and understand how each part works</li> </ul> <p>Working Scientifically Asking questions</p> <ul style="list-style-type: none"> <li>Ask questions which can be answered in a variety of ways</li> <li>Planning a variety of investigations which require the manipulation of variables</li> </ul> <p>Making observations and Taking Measurements</p> | <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>Plan enquiries – identifying and controlling variables</li> </ul> <p>Making Observations and Taking Measurements</p> <ul style="list-style-type: none"> <li>Select the right equipment for a job</li> <li>Make decisions regarding taking multiple readings to achieve fair testing, look for patterns and increase frequency within testing to achieve accuracy</li> </ul> | <p>to their parents</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> <li>Plan enquiries – identifying and controlling variables</li> </ul> <p>Making Observations and Taking Measurements</p> <ul style="list-style-type: none"> <li>Select the right equipment for a job</li> <li>Make decisions regarding taking multiple readings to achieve fair testing, look for patterns</li> </ul> | <p>result in new materials and that this change is not usually reversible .</p> <p>These changes to include burning and the action of acid on bicarbonate of soda</p> <p>Making Observations and Taking Measurements</p> <ul style="list-style-type: none"> <li>Select the right equipment for a job</li> <li>Make decisions regarding taking multiple readings to achieve fair testing, look for patterns and increase</li> </ul> |
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| <p>equipment for a job</p> <ul style="list-style-type: none"> <li>• Make decisions regarding taking multiple readings to achieve fair testing, look for patterns and increase frequency within testing to achieve accuracy</li> <li>• Recording and presenting – present data in a range of ways – diagrams, observational drawings, classification keys etc.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Select the right equipment for a job</li> <li>• Make decisions regarding taking multiple readings to achieve fair testing, look for patterns and increase frequency within testing to achieve accuracy</li> <li>• Recording and presenting – present data in a range of ways – diagrams, observational drawings, classification keys etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Recording and presenting – present data in a range of ways – diagrams, observational drawings, classification keys etc.</li> </ul> | <p>and increase frequency within testing to achieve accuracy</p> <ul style="list-style-type: none"> <li>• Recording and presenting – present data in a range of ways – diagrams, observational drawings, classification keys etc.</li> </ul> | <p>frequency within testing to achieve accuracy</p> <ul style="list-style-type: none"> <li>• Recording and presenting – present data in a range of ways – diagrams, observational drawings, classification keys etc.</li> </ul> |
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