



Science

Science Curriculum

Science is a continuous journey of discovery. It is how we discover and refine reliable knowledge about the natural world and our place in it. At Benson we aim to instil how vital and fundamental science is to all our lives - without it (and engineering) we would not have our modern civilisation as we know it. Our children are given opportunities to make sense of the world by engaging with real, relevant science, so helping build their understanding of concepts, and of the value and place of science in their lives. We support our pupils to begin to develop their working scientifically skills, they learn to observe/notice, question, think for themselves, seek answers through tests and

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enquiries, and learn how to acquire reliable data. They also develop their communication skills and learn to work collaboratively. We aim for all our children to achieve through careful planning of activities and employing strategies that make that possible. We aim to lay the foundation for future studies and hope for our pupils to become scientifically literate members of society.

Three golden threads run through our science curriculum (table below). We aim that children will learn what science is, that they will develop understanding of the natural world and how important it is to respect it, learn to question and think for themselves, and that they all can achieve in science.

Golden Threads		
Wonder	Respect	Achieve
Providing opportunities to be curious, to explore, problem solve and be creative.	Instilling respect for the natural world.	All pupils can achieve in science. They leave Benson in Y6 with well-developed skills ready for their future school journey.

Scheme Used

We do not use a whole-school scheme. At Benson, teachers plan from a range of sources including from Explorify, Primary Science Teacher Trust (PSTT), Association of Science (ASE) PLAN materials.

Teaching and learning of Science

Science follows the topics laid out in the Science National Curriculum for year groups and is linked to other subjects, enrichment opportunities, and real-world science where possible.

Due to our class structures, topics in Science are being taught on a two-year cycle.

Science is taught weekly, every term; in some years one term is dedicated to extra opportunities for developing working scientifically skills. Topics within a year group are planned to link in with other subject areas, where possible, and organised (using ASE PLAN guidelines) to allow for progression, enrichment, and cross curricular opportunities.

Working scientifically skills (listed separately) are embedded throughout the topics taught in each year group. Teachers plan to cover a range of and as many skills as appropriate to the topics throughout each term. These skills are revisited for the children to develop competency. As some skills lend themselves to specific topics/learning experiences, not every skill will be taught/learned in every topic, so teachers plan to include all skills by the end of a year.

We also plan opportunities for scientific reasoning through talk, questioning, noticing, making connections, explaining, describing, justifying. We use Explorify activities such as Odd One Out, What If, Concept Cartoons.

Science enquiry types are learned throughout topics in each year: Observing over Time, Fair (KS2) and Comparative testing, Pattern Seeking, Sorting and Classifying, Research.

Misconceptions are pre-empted, planned for, and addressed as appropriate.

Science vocabulary is explicitly taught, and children are given opportunities to use this in various ways.

Making connections – children revisit prior learning and have opportunities to make connections within and between topics and own experiences.

Enrichment

We have whole school science/nature days

Science visits e.g., Science Oxford Centre

Visitors e.g., Science Oxford workshops, Zoolab, UK Atomic Energy.

Online STEM activities e.g., Science Oxford, RAF RIAT

Trout in the Classroom

Nature Park

Topical Science

Children learn about science in the news from sources such as Newsround.

Support and Adaptions for Children with SEND

Talk

Questioning

Adult support

Adapted planning

Teamwork roles so that every child's role is valued within the team

Flexible groups for practical work

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Group work/independent work

Changing position/area of workspace

Pre-teaching key vocabulary

Key vocabulary displayed/drawn attention to

Key vocabulary – illustrated

Range of recording children's work/understanding – cloze, annotated diagrams, diagrams, written, verbal, sorting and sequencing, drama, modelling. Children are more confident to discuss ideas when there is not one correct answer e.g., in Odd One Out. These activities make learning/understanding more evident and easier to capture

Choice of recording work/understanding – children given a choice of how they would like to record

Skills are taught then children are given opportunities to for example, practice/choose own way of recording

Collaborating with SENCO

Collaborating with parents where needed, e.g., to ensure children with SEND can access offsite visits

WALTs (skills, knowledge and enquiry type) shared and printed – no copying

Focus on verbal feedback

Working wall – key concepts displayed

Scaffolding

Modelling

Diversity

We help open children's eyes to the diversity of science and engineering careers through for example, using PSTT A Scientist like Me.

Cross Curricular Links – subjects

Science skills are linked to maths skills.

Science and maths reasoning skills are linked - talk, questioning, noticing, making connections, explaining, describing, justifying.

English – where possible purposeful links to science supports pupils in developing their scientific knowledge and writing, speaking and listening skills.

DT – where possible DT and science skills are linked.

Further Cross Curricular Links/Enrichment

We are taking part in **The National Education Nature Park** programme which empowers children and young people to make a positive difference to both their own and nature's future. We are on a journey to improve our grounds for both the children and nature whilst developing a lifelong connection to nature and promoting the wellbeing of the children here.

Each step of the Nature Park cycle helps the children to build the knowledge and skills that will allow them to make decisions, plan and to carry out interventions to develop their grounds (their local nature park).

The Nature Park's green skills provide opportunities to connect to and develop science skills in a real-world purposeful context. The children will learn and develop their understanding of nature, and how to care for the planet.

The table below shows where green skills link to our science skills:

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Science skills	Linked green skills developed through Nature Park
Supporting working scientifically enquiry in identification and classification, observation overtime and pattern-seeking; developing an increased knowledge of biodiversity and ecosystems.	Identification and ecology: Observing, noticing and identifying nature. Purpose: To develop the key skill of confidently knowing and identifying features of their local area and local biodiversity, through noticing, observing and accurately identifying species, habitats and local characteristics within these spaces.
Supporting working scientifically and fieldwork skills by choosing appropriate methods of recording data to answer scientific questions.	Recording data: Using tables, drawings, photographs, digital tools, maps and other means to make observations and measurements about nature. Purpose: To develop the key skill of confidently, systematically and accurately collecting and recording information about biodiversity, and capture the views and ideas of the school community.
To be able to draw on evidence to notice patterns.	Interpreting data: Using information from data to say what you found out. Purpose: To develop the skill of using the data collected together to identify findings, noticing patterns, consider the perspectives of others and to inform action about the improvements related to local nature and community needs.
Draw conclusions and evaluate evidence to inform decisions.	Creative thinking and decision making: Being able to make evidence-based decisions and to work collaboratively to design creative solutions to identified nature-based issues and identify opportunities for change. Purpose: To understand the importance of using evidence to support their decisions, to listen to each other's ideas, and make collaborative and creative decisions about how to enhance biodiversity and develop outdoor spaces for people and nature.

Nature Park also has strong links to Geography, PSHE (Wellbeing and Citizenship), Maths, English, DT.

Trout in the Classroom Project, Chiltern Society

Each year we take part in the Trout in the Classroom Project, Chiltern Society. We either directly link this to the science topic Animals including Humans: *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Year5)* or to enrichment, green skills, and PSHE (Wellbeing, Citizenship, caring for the local environment) in other year groups.

The project aims to teach pupils about Brown Trout and the unique Chalk stream habitat that they live in. It starts by us receiving the alevins. The children monitor the specially set up tanks which recreates the condition of a chalk stream and feed the fish until they are big enough to be released into the river (about 12 weeks). The classes involved will then have a trip to the local chalk stream to set the fish free.

Recording of Work and Assessment

Children's understanding is recorded in various ways and used for assessment purposes, these include cloze activities, annotated diagrams, written work, verbal explanation, sorting and sequencing, drama, modelling.

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Topic Overview 2026-27 **Termly topic sequence TBC**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Seasonal Changes Understanding the World Materials	Seasonal Changes Understanding the World Animals inc Humans	Seasonal Changes Understanding the World – Everyday Space Explore light & dark	Seasonal Changes Understanding the World Living things	Seasonal Changes Understanding the World Plants	Seasonal Changes Understanding the World Forces, sound, light
Year 1/2 Y1 curriculum	Plants	Animals, including humans	Everyday materials	Seasonal changes	Working Scientifically	Working Scientifically Working scientifically focus on Physics: light, electricity and sound
Year 3/4 Y3 curriculum	Rocks	Forces and Magnets	Light	Plants Structure and function	Animals inc Humans Nutrition and skeleton	Working Scientifically
Year 5/6 Y5 curriculum	Working Scientifically	Earth & Space	Forces	Living Things & Their Habitats	Animals inc Humans	Properties & Changing of Materials

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Topic Overview 2027-28

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Seasonal Changes Understanding the World Everyday Materials	Seasonal Changes Understanding the World - Humans	Seasonal Changes Understanding the World – Space Explore light & dark	Seasonal Changes Understanding the World - Living things and their habitats. Plants, intro to plants	Seasonal Changes Understanding the World - Animals excluding humans, comparing animals	Seasonal Changes Understanding the World – Making scientific connections, investigations
Year 1/2 Y2 curriculum	Working scientifically – data collection.	Working scientifically Focus on Physics: Light, electricity and sound	Animals inc Humans	Plants	Uses of everyday materials	Living things and their habitat
Year 3/4 Y4 curriculum	Animals, including humans Teeth and Digestion	Circuits and Electricity	Food Chains	Living things and their habitats	States of matter	Working Scientifically

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Year 5/6 Y6 curriculum	Light	Heart & Circulatory System	Evolution & Inheritance	Electricity	Living things Classification	Working Scientifically
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Curriculum coverage (Working Scientifically skills weaved throughout)

Linked topics

	EYFS	Year 1/2	Year 3/4 NC Y4	Year 5/6 NC Y6
Plants	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	Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) - Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)

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	why some things occur and talk about changes. What do plants need to grow? Name common garden fruit and vegetables. Observe leaves with magnifying glasses.			
Vocabulary	plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow Tree, bush, herb, names of plants they see (Reception - Living things and their habitats)	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling Names of plants in local habitats and micro-habitats (Y2 - Living things and their habitats)	classification, classification keys (Y4 - Living things and their habitats)	flowering, non-flowering, mosses, ferns, conifers (Y6 - Living things and their habitats)
Living things and their Habitats	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

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	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.	describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)	their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)	• Give reasons for classifying plants and animals based on specific characteristics. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)
Vocabulary	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.),	classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)	vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers

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		conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants) offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly) (Y2 - Animals, including humans)		
Animals including Humans	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	Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals, including humans. - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and

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	animals and plants and explain why some things occur and talk about changes	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitat)		differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
Vocabulary	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin,	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival (Y2 - Living things and their habitats)	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey	heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle

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	friend, family, boy, girl, man, woman			
Evolution and Inheritance	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.	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats) • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)	Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
Vocabulary	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest) (Reception - Living	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, conditions,	environment, habitat, human impact, positive, negative, migrate, hibernate (Y4 - Living things and their habitats) herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)	offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution

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	things and their habitats)	light, dark, shady, sunny, wet, damp, dry, hot, cold (Y2 - Living things and their habitats)		
Seasonal Changes	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. Observe the moon shape and time seen.	Ongoing across the year. Continue to draw attention to and observe changes across the four seasons. Continue to make more accurate observations and describe weather associated with the seasons and how day length varies.	Draw attention to across the year.	Drawn attention to across the year.
Vocabulary	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder,			

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	lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers grow, shoot, die, dead (Nursery - Plants) egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young (Nursery - Animals, excluding humans)			
Materials	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	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing,	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).	

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	another. They make observations of animals and plants and explain why some things occur and talk about changes	bending, twisting and stretching	- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. - Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)	
Vocabulary	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold,	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation temperature, water cycle	

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	blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric (Nursery)			
Rocks	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.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)		Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)
Vocabulary	natural, shells, pebbles, stones (Nursery)	opaque, transparent, translucent, reflective, non-reflective (Y2 - Uses of everyday materials)	Solid (Y4 States of Matter)	Evolution (Y6 Evolution and inheritance)
Light	Children know about similarities and differences in	Not outlined in NC Identify different light sources including the sun.	The sun is brighter than the torch.	Recognise that light appears to travel in straight lines.

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	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	Know that darkness is the absence of light. Be able to identify shadows.	• Transparent objects let light through. • Opaque materials make dark shadows. • I have a shadow because I am opaque. • Shadows happen when light is blocked. Light sources are things that make light. • Things are see-through because light goes through them. • I get a shadow when I stand in front of a light. • The shadow is where the light does not go.	• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Vocabulary	Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source Light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror (Nursery)	Sun, sunny, light, dark, darkness, shadow, shady, clouds, torch, see-through, not see-through, source, light source	opaque, transparent, translucent, reflective, non-reflective (Y2 - Uses of everyday materials)	straight lines, light rays
Forces	Children know about similarities and			

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	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	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)		
Vocabulary	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist,	flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching (Y2 - Uses of everyday materials)		

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	stretch, turn, spin, smooth, rough, fast, slow (Nursery)			
Sound	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.	Not outlined in NC Far away things make quieter sounds. The further away something is the quieter the sound. Sounds happen when things move. Identify many sources of sound. Know that we hear when sound enters our ear.	Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	
Vocabulary	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar	sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation	

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	sound, noise, loud, quiet, high, low, music, bang, blow, pluck, soft, hard, fast, slow, names of instruments (Nursey)			
Electricity	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	Electrical safety – PHSE linked	Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.

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Vocabulary	battery, plug, socket, electricity, wire, sound, light, move		electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.	circuit diagram, circuit symbol, voltage
Earth and Space	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			

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	Observing the moon.			
Vocabulary	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float			