CURRICULUM SUBJECT OVERVIEW – SCIENCE

'To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks a real advance in science.' - Albert Einstein

'Through Faith, Friendship and Fun we Learn and Grow'

We believe that science provides a unique opportunity for children to explore the world around them, make sense of the natural world, and discover how things work. Faith inspires pupils to approach scientific enquiry with curiosity and wonder, understanding the beauty and complexity of creation. Friendship encourages collaboration, as pupils work together to investigate, share ideas, and support each other in problem-solving and experiments. Fun is at the heart of our science lessons, where hands-on activities, exciting experiments, and real-world connections make learning both enjoyable and meaningful. By fostering these values, we nurture inquisitive, resilient, and thoughtful learners who are equipped to think critically, solve problems, and make positive contributions to the world around them. Through science, our pupils grow in both knowledge and character, ready to face the future with confidence and enthusiasm.

Spirituality

In Science, spirituality is about seeking and exploring the profound connections between the natural world, the universe, and us. We encourage children to reflect on the wonders of creation, from the tiniest organisms to the vastness of space, and to consider how these connections impact our lives and the world around us. Through exploring the intricate systems of nature and the laws of science, pupils are invited to reflect on the unseen forces that govern life, such as gravity, energy, and the balance of ecosystems. Moments of stillness and thoughtfulness allow children to consider the beauty and complexity of the world, fostering a sense of awe and reverence for all that exists. Spirituality in science also invites pupils to think about their role in caring for the planet and how their actions can influence future generations. This approach helps children see science not just as a collection of facts, but as a way of connecting to something much greater than themselves, encouraging a sense of wonder, responsibility, and respect for the world they are part of.

Intent	Implementation	Impact
A high-quality science education provides the foundations for understanding the world and is of fundamental importance in every aspect of daily life. The Science Curriculum at Defford and Besford Primary School develops children as Scientists through knowledge rich and inclusive learning sequences. Our Science curriculum is designed to enhance children's natural curiosity so that they are eager to learn the subject content as well as develop the necessary investigative skills, fostering a life-long interest in Science. Our curriculum is developed to provide a meaningful and coherent Science education based on progression of knowledge and skills across the Key Stages. Our pupils acquire secure subject knowledge, questioning skills and communicate their ideas effectively using scientific vocabulary.	Science at Defford and Besford Primary School is taught discretely, following a two-year rolling programme in Key Stage 2 and in Key Stage1. Science is delivered in units following the guidance from the National Curriculum programmes of study for science 2014. In the Early Years Foundation Stage, teaching follows 'Understanding of the World', delivering a coherent and progressive Science Curriculum from Year R to Year 6. Each unit includes a strong focus on the skills of scientific knowledge as well as enquiry. Children learn through an investigative and exploratory approach that makes learning memorable. There is a strong focus on discussion to broaden children's scientific understanding. Scientific vocabulary is specifically taught and revised throughout each unit. White Rose Science is used as a basic unit guide to create bespoke lessons and activities for children but is enriched using a range of other resources.	A high-quality primary science curriculum completely transforms how children think, learn, and see their futures. By combining core scientific facts with practical, hands-on inquiry, a brilliant curriculum ensures that pupils don't just "do" science—they understand it. This builds a strong, connected foundation of knowledge that children confidently take with them into secondary school. The impact extends right across the classroom. Explicitly teaching scientific vocabulary acts as a huge boost for literacy, expanding children's reading comprehension, speaking skills, and confidence. When pupils lead their own investigations, they develop vital critical thinking skills. They learn to observe closely, question the world around them, and make decisions based on real evidence rather than guesses. Crucially, an excellent science curriculum inspires children at the perfect age. Catching their curiosity early builds positive "STEM identities," showing pupils from all backgrounds that they can be the scientists, engineers, and innovators of tomorrow. It is also a powerful tool for inclusion; with clearly structured lessons and visual supports, children with SEND or EAL can fully join in and succeed alongside their peers.

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch	**Y1 Animals, including humans** (5 senses, body parts associated with them) **Y1 Seasonal changes** – Autumn (What is the weather like in Autumn? How do we gather and record data?)	**Y1 Everyday materials** (object and material, everyday materials, properties, grouping)	**Y1 Animals, including humans** (identify and name common animals, carnivores, herbivores, omnivores, structure of common animals)	**Y1 Plants** (common wild and garden plants, structure of common plants and trees, Agnes Arber) **Y1 Seasonal changes** – Spring (What is the weather like in Spring? How do we gather and record data?)	**Y2 Animals** including humans (animal's basic needs for survival, importance of diet, hygiene)	**Y2 Living things and their habitats** (Living, dead, never alive, habitats provide basic needs, identify plants and animals in habitats and microhabitats, simple food chains)
Reason	*Introduces the core concept of humans as biological organisms, establishing the foundational vocabulary for all future biology units. Starting with the children's own bodies makes science immediately accessible, highly visual, and concrete. It allows for immediate, low-stakes practical enquiry that builds early classroom confidence and establishes routines for working scientifically without overwhelming young learners.*	*This unit builds a critical bridge between physical geography and chemistry. It introduces the vital scientific distinction between a physical object (e.g., a chair) and the material it is made from (e.g., wood). This conceptual understanding underpins all future materials work. Autumn 2 shifts the children's focus outward to the physical world around them.*	*This unit expands the biological foundations laid in Autumn 1 by looking outward at the wider animal kingdom. It introduces the foundational concept of biodiversity, teaching children to look beyond simple names and classify animals by their physical structures and their diets. Spring 1 is the ideal time to introduce animal diets and survival. In the UK, winter conditions mean local wildlife is actively adapting to scarce food resources, making the concepts of "what animals eat" highly relevant. It builds a vital conceptual stepping stone right before Spring 2 and Summer, when the curriculum naturally shifts toward habitats, offspring, and life cycles as nature awakens.*	*This unit introduces botany, shifting the focus from animals to the green spaces around us. It teaches children to look closely at the plant kingdom, identifying common wild and garden variety plants alongside trees (deciduous and evergreen). Crucially, introducing the historical figure Agnes Arber—the first female botanist elected to the Royal Society—provides a powerful human anchor. It shows children that science is a historic, continuous process of observation and illustration. Teaching plants right now allows for instant, live outdoor discovery.*	*Now, they look at the functional side of life: what keeps an organism alive (water, food, air) versus what keeps it healthy (balanced diet, exercise, good hygiene). It moves them from simple identification to understanding causal relationships (e.g., how a lack of hygiene allows germs to spread). The warming weather provides an ideal backdrop to observe animals actively seeking water and food in the wild.*	*This brings together everything pupils have learned about animal structures, plant parts, and basic survival needs, applying that knowledge to whole ecosystems. By categorising things as living, dead, or never alive children learn to define life itself. They then explore how microhabitats perfectly satisfy those survival needs, mapping these relationships through simple food chains.* *This time of year offers the absolute peak conditions for ecological fieldwork in the UK. The school grounds, pond areas, and local parks are teeming with active mini-beasts, lush plant life, and visible food chains in action. It is the only time of the school year when children can step directly outside and reliably find a bustling microhabitat—like the underside of a damp log—making the abstract concept of an "ecosystem" immediately real and tangible.*
Oak	**Y4 States of matter** (compare and group; solid, liquid gas. Heating, cooling. Evaporation, condensation and the water cycle)	**Y4 Living things and their habitats** (Grouping living things, classification)	**Y4 Sound** (Vibration, ears, pitch and volume, distance)	**Y4 Living things and their habitats** (changes to environment impact on living things, deforestation)	**Y3 Animals, including humans** (nutrition, skeletons and muscles)	**Y3 Light** (darkness is absence of light, reflection, shadows)
Reason	*Builds foundational knowledge of the material world by helping students classify the physical matter around them. Understanding the distinct properties of solids, liquids, and gases allows pupils to make sense of everyday phenomena like melting, freezing, and boiling. Mastery of these concepts is also a critical prerequisite for understanding the water cycle, which connects abstract chemical states to real-world geography and weather systems. Autumn 1 provides*	*Develops crucial biological skills by teaching students to systematically group and identify living things based on their features. Moving beyond simple plant and animal categories, pupils learn to use classification keys to sort organisms logically. This knowledge is essential for understanding biodiversity, human impact on environments, and how scientists organize the natural world. Autumn 2 offers a clear, observable contrast in nature as local habitats*	*This unit introduces pupils to the physics of energy by exploring how sound is created, travels, and is heard. By linking vibrations directly to pitch and volume, students move from abstract observations to understanding the mechanics of hearing and acoustic insulation. This knowledge is essential for safety, communication, and future physics topics involving light, waves, and energy transfer. Teaching this unit now directly leverages the vocabulary and*	*This unit shifts focus from biological classification to environmental ethics and ecology by exploring how human and natural changes impact habitats. Investigating threats like deforestation, pollution, and urbanisation empowers students to recognize the fragile balance of local and global ecosystems. It transforms their understanding of biology from static sorting into an active awareness of conservation, sustainability, and environmental responsibility. Spring 2*	*This unit builds foundational biological knowledge by introducing how animal bodies function, grow, and stay healthy. Students move beyond basic survival needs to explore the specific functions of nutrients, the protective and structural role of skeletons, and how muscles enable movement. This forms a critical baseline for understanding human health, fitness, and the internal systems of different living species. Summer 1 provides a highly active, practical window for*	*introduces the fundamental physics of light, vision, and energy. By investigating how light reflects off surfaces and how shadows form when light is blocked, students challenge common misconceptions about darkness. This core knowledge is essential for understanding safety, sight, and the movement of the Earth, forming the vital prerequisite for studying advanced topics like the solar system, reflection angles, and the spectrum of light. Summer 2*

	an ideal, highly visible context for studying temperature changes and states of matter as the seasons transition. Students can actively observe real-world examples of condensation, evaporation, and temperature drops in the natural environment around their school.	*shift into winter. Pupils can investigate seasonal changes in living things firsthand by looking at leaf loss, bird migration, and insect dormancy within the school grounds. Structuring this unit immediately after "States of Matter" is deliberate, as it transitions students from analysing physical materials to classifying the complex biological systems that rely on those materials to survive.*	*concepts students learned during Autumn 1's "States of Matter." Pupils can successfully apply their prior knowledge of solids, liquids, and gases to explain how sound vibrations travel through different physical mediums with varying speeds and clarity.*	*offers a perfect ecological turning point as nature wakes up, providing a stark contrast between thriving local habitats and threatened global ones. It builds directly on the classification skills learned in Autumn 2; students must first know what lives in a habitat before they can comprehend the devastating impact of destroying it.*	*students to explore their own bodies, muscles, and movements during outdoor PE sessions and sports day preparation.*	*provides the peak season for outdoor, sun-dependent investigations into shadow formation, tracking, and changing shapes throughout the school day. Teaching this topic at the end of Year 3 allows students to apply the data collection skills they developed across the year.*
Ash	**Y5 Forces** (friction, air resistance, water resistance, gravity)	**Y6 Sustainability** (Renewable energy, light pollution)	**Y6 Electricity** (circuits, variation, voltage)	**Y5 Living things and their habitats** (Life cycles of mammals, amphibians, insects and birds)	**Y5 Earth and Space** (solar system, planets, night and day, the moon)	**Y6 Animals including humans** (the circulatory system; diet, drugs and alcohol)
Reason	*This unit elevates pupils' understanding of mechanical physics by transitioning from simple pushes and pulls to the complex interplay of balanced and unbalanced forces. By analysing gravity alongside resistive forces like friction, air resistance, and water resistance, students learn how energy is counteracted in the physical world. This knowledge is essential for understanding aerodynamics, streamlined design, and mechanical advantage, forming the vital prerequisite for advanced physics concepts like acceleration, mass versus weight, and Newton's laws of motion. Provides an energetic, hands-on launch to Upper Key Stage 2 by utilizing the school's outdoor spaces for large-scale, active physics investigations*	*Shifts students from basic environmental awareness to critical systemic analysis by examining global energy consumption and the hidden ecological footprints of urbanization. By analysing the engineering behind renewable energy alongside the disruption of nocturnal ecosystems caused by light pollution, students explore how human infrastructure impacts biodiversity. This knowledge is essential for fostering scientific literacy, ethical decision-making, and the data-driven reasoning needed to evaluate modern sustainable development goals.*	*This unit deepens pupils' understanding of electrical physics by moving from basic component identification to the systematic manipulation of electrical variables. By investigating how variations in cell voltage or the number of loads affect the brightness of lamps and the volume of buzzers, students learn to quantify electrical energy transfer. This knowledge is essential for understanding modern electronic circuitry, introducing formal circuit diagrams, and building the necessary scientific literacy for secondary school physics topics like current, resistance, and Ohm's Law.*	*This unit elevates biological understanding by moving from simple organism classification to analysing the complex reproductive strategies that sustain life. By comparing the distinct life cycles of mammals, amphibians, insects, and birds, students explore processes like metamorphosis and live birth to understand how different species adapt for survival. This knowledge is essential for grasping the continuity of life, building a deep appreciation for biodiversity, and forming the vital baseline for future topics on human development and genetic inheritance.*	*This unit introduces pupils to astronomy and astrophysics by expanding their scientific horizons beyond the Earth. By exploring the movement of the planets within our solar system, the orbital relationship between the Earth and Moon, and how the Earth's rotation creates day and night, students challenge common misconceptions about an earth-centric universe. This knowledge is essential for understanding global time zones, seasonal changes, and space exploration, while establishing the core physical concepts required for secondary school topics like gravity, orbital speeds, and light-years. Teaching this unit now strategically builds upon the advanced physics of gravity and forces mastered in Autumn 1, allowing pupils to use their understanding of non-contact pull to explain how the sun's gravitational field keeps the planets in stable orbits.*	*This unit delivers vital anatomical and health education by exploring the human circulatory system and the biochemical impact of lifestyle choices. By investigating how the heart, blood vessels, and blood transport nutrients and oxygen, students move from basic organ identification to understanding systemic internal transport. Examining the physiological effects of diet, exercise, drugs, and alcohol empowers pupils with the scientific literacy needed to make informed, healthy decisions as they prepare for adolescence. Summer 2 serves as the definitive transition window for Year 6 students, making it the most critical time to address personal health, substance education, and body systems before they move to secondary school.*

Year B

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch	**Y2 Uses of everyday materials** (identify and compare suitability, changing shapes of materials)	**Y1 Plants** (Plants and trees change throughout the year) Y1 Seasonal change – Winter (What is the weather like in the Winter? How do we gather and record data?)	**Y2 Plants** (how do seeds and bulbs grow into plants, light, water, temperature and growth)	**Y2 Animals including humans** (animals have offspring which grow into adults, chickens, butterflies, frogs, humans)	**Y2 Animals including humans** (human's basic needs for survival, importance of diet, hygiene) Y1 Seasonal changes – Summer (What is the weather like in Summer? How do we gather and record data?)	**Y2 Materials** (Sustainable materials, sorting, recycling)
Reason	*Pupils investigate why specific materials are chosen to build real-world objects based on their*	*This unit expands on the botanical foundation of identifying basic plants and trees. Instead of viewing plants as*	*It introduces the lifecycle of a plant, focusing on how a dormant seed or bulb transforms into a mature,*	*It introduces the fundamental concept that all animals—including humans—produce offspring that eventually grow*	*Pupils look at the functional side of life: what keeps an organism alive (water, food, air) versus what keeps it*	*This unit serves as the practical and ethical culmination of Key Stage 1 chemistry. In Autumn 1, pupils learned*

	properties and explore how the shapes of solid objects can be physically altered by squashing, bending, twisting, and stretching. Starting with a hands-on, highly predictable materials unit builds immediate academic focus. It requires no prior seasonal knowledge, unlike habitats or plants. It utilizes the classroom environment as a ready-made laboratory, allowing pupils to instantly interact with everyday objects to master the principles of working scientifically from day one.	*static objects, pupils learn that trees are dynamic, living organisms that adapt to their environment. Late autumn is the most visually striking time of year to teach this concept. The stark contrast between bare, skeleton-like deciduous trees and vibrant, green evergreens is impossible to miss. Teaching this now allows pupils to gather immediate, real-world evidence right outside their classroom window, turning an abstract biological survival strategy into an obvious, lived experience.*	*reproducing organism. Crucially, it explores the causal factors of plant survival, challenging children to investigate how changing environmental variables—specifically light, water, and temperature—directly impact growth and health. mark the absolute best time in the primary calendar to plant early spring bulbs (like daffodils or crocuses) indoors and prepare seeds for the upcoming spring. By setting up growth experiments during these colder, darker weeks, pupils can closely observe the hidden, underground stages of germination.*	*into mature adults. March and April are synonymous with the arrival of new life across the UK. Farms are welcoming lambs, ponds are filled with frogspawn, and birds are nesting. Teaching life cycles right now allows schools to tap into this seasonal abundance. It transforms textbook diagrams into a lived, local experience.*	*healthy (balanced diet, exercise, good hygiene). It moves them from simple identification to understanding causal relationships (e.g., how a lack of hygiene allows germs to spread). The warming weather provides an ideal backdrop to observe animals actively seeking water and food in the wild.*	*to identify materials, compare their properties, and physically manipulate their shapes. Now, they apply that knowledge to global and local environmental sustainability. By investigating how everyday items are discarded, sorted, and remade, children learn why certain materials present long-term challenges for the planet and how properties dictate whether a material can be successfully recycled, reused, or composted. With warmer, predictable summer weather, children can take their learning outdoors to audit the school's waste systems, trace litter in the environment, and conduct decomposition tests in the school garden without weather disruption.*
Oak	**Y3 Rocks** (compare and group, fossils, soils)	**Y4 Animals including humans** (digestive system in humans, tooth, food chains, producers, predators, prey)	**Y4 Electricity** (circuits, lamps, switches, conductors and insulators)	**Y4 Sustainability** (Energy and deforestation)	**Y3 Forces and magnets** (How things move on different surfaces, attract and repel, two poles)	**Y3 Plants** (function of parts of a plant, requirements for life, water in plants, pollination)
Reason	*This unit introduces geology by teaching pupils to observe, test, and classify the physical materials that form the Earth's crust. By comparing the properties of sedimentary, igneous, and metamorphic rocks, students learn to sort natural materials based on scientific evidence. Exploring how fossils form within sedimentary layers and how rocks break down into soil provides foundational knowledge of deep time, decomposition, and Earth's structural layers. Autumn 1 provides excellent outdoor conditions for pupils to collect, test, and scrape local rock and soil samples from the school grounds before winter weather sets in. Launching with this unit introduces students to hands-on, comparative fair-testing right away, establishing clear expectations for Lower Key Stage 2 science inquiry.*	*This unit builds critical anatomical and ecological knowledge by exploring how animals consume, break down, and transfer energy. By examining the human digestive system and the specific functions of different teeth, students move beyond basic food groups to understand internal organ functions and mechanical digestion. Extending this to food chains, producers, predators, and prey allows pupils to trace energy flow through an ecosystem, forming a vital conceptual link between individual biology and wider environmental dependency. Teaching this unit now also provides an excellent cross-curricular anchor for the seasonal shift into winter, allowing students to study how local predators and prey adapt their feeding habits as food chains become scarce. Furthermore, it firmly establishes the biological vocabulary required for the Spring term, where pupils will transition to analysing how environmental changes and deforestation disrupt these exact food chains.*	*This unit introduces pupils to the physics of energy transfer by exploring how electrical currents flow through circuits to power everyday items. By constructing working circuits and testing components like lamps and switches, students move from passive users of technology to active investigators of engineering. Identifying electrical conductors and insulators establishes vital safety knowledge regarding materials, while forming the essential conceptual foundation required for advanced physics topics like voltage, resistance, and alternative energy sources. Teaching this unit now allows students to directly build upon their prior knowledge of material properties utilizing their understanding of physical materials to predict which metals will act as effective conductors.*	*This unit shifts pupils' focus from local science to global citizenship by examining how human resource choices affect the planet's future. By analysing the differences between renewable and non-renewable energy alongside the ecological devastation of deforestation, students move from recognizing environmental issues to understanding the systemic solutions needed to combat climate change. This knowledge is essential for fostering ethical awareness, critical thinking, and the scientific literacy required to navigate global environmental policies.*	*This unit introduces pupils to the physics of invisible forces by exploring how objects interact without direct contact. By investigating friction on different surfaces and the push-and-pull mechanics of magnetism, students challenge the misconception that objects only move when touched. Mastering the concepts of magnetic poles, attraction, and repulsion provides the essential conceptual foundation required for advanced physics topics like gravity, air resistance, and electrical fields. Summer 1 offers excellent outdoor conditions for pupils to conduct large-scale friction and force investigations on diverse surfaces, such as grass, tarmac, and playground safety mats. Teaching this unit now allows students to apply the fair-testing and data-gathering skills they refined during Autumn 1's "Rocks" unit to a new physical science context.*	*This unit develops core botanical knowledge by exploring how plants function, reproduce, and sustain life. By moving beyond basic plant identification, students investigate the specific roles of roots, stems, leaves, and flowers, alongside the mechanics of water transport, pollination, and seed dispersal. This establishes the vital ecological baseline needed to understand food production, life cycles, and the interdependence of living things within an ecosystem. Summer 2 provides peak seasonal conditions for hands-on botany, with school grounds and local environments in full bloom. Students can actively observe pollinators at work, dissect real flowers, and set up live plant growth investigations in warm, well-lit classrooms.*
Ash	**Y5 Properties and changes of materials** (conductivity and insulation, reversible and irreversible changes)	**Y6 Evolution** and inheritance (variation, adaptations, evolution)	**Y5 Sustainability** (Global warming, plastic pollution)	**Y6 Living things and their habitats** (group and classify organisms and microorganisms)	**Y5 Animals including humans** (Human life cycle, adolescence, puberty, gestation periods and lifespan)	**Y6 Light** (how we see, straight lines, shadows)
Reason	*This unit advances students' understanding of chemistry by exploring how the molecular structure of materials determines their physical properties and behaviours. Moving beyond simple classification, pupils rigorously test materials for thermal*	*This unit serves as the conceptual peak of the primary biology curriculum by exploring how genetic inheritance and environmental pressures drive the diversity of life over millions of years. By analysing how variation within a species can lead to survival*	*This unit shifts students from local environmental awareness to a critical global perspective by exploring the industrial and chemical drivers of modern ecological crises. By analysing the scientific mechanisms behind global warming—such as the*	*This unit serves as the culmination of the primary biology curriculum by expanding students' understanding of classification to include the entire tree of life. By moving beyond visible plants and animals, pupils learn to group broad categories of organisms—*	*This unit develops essential biological and anatomical knowledge by exploring the timeline of human growth, development, and aging. By investigating gestation periods, developmental milestones, and life expectancy across different species,*	*This unit advances pupils' understanding of physical wave mechanics by moving from the simple observation of light sources to the precise geometry of ray optics. By proving that light travels in straight lines, students can scientifically*

	and electrical conductivity, solubility, and transparency. Investigating reversible changes (like dissolving and melting) alongside irreversible changes (like burning and acid reactions) allows students to differentiate between physical transitions and permanent chemical creations, forming the vital prerequisite for secondary school chemistry.	*advantages, students move past static classification to understand the mechanism of natural selection. Recognizing that living things produce offspring that resemble but are not identical to their parents provides the foundational knowledge required for secondary school genetics, evolutionary biology, and palaeontology.*	*greenhouse effect—alongside the devastating longevity of plastic pollution in marine and terrestrial ecosystems, students learn how human consumerism alters global climates. This knowledge is essential for fostering scientific literacy, empowering environmental stewardship, and developing the analytical skills required to evaluate sustainable alternatives and carbon-reduction initiatives.*	*including bacteria, fungi, and single-celled microorganisms—based on the Carl Linnaeus system. This advanced taxonomic knowledge is essential for correcting the misconception that all microscopic organisms are harmful, while establishing the vital scientific framework required for secondary school microbiology and genetics.*	*students learn to contextualise human development within the wider animal kingdom. Crucially, explicitly studying the physical and emotional transitions of adolescence and puberty demystifies body changes, providing pupils with the accurate scientific vocabulary and understanding necessary to navigate their own upcoming development with confidence and safety. Teaching this unit now allows students to directly build upon Spring's "Life Cycles" unit; having just compared how birds, amphibians, and insects reproduce, they can seamlessly apply that comparative framework to human reproduction and gestation.*	*explain complex phenomena like reflection, the formation of detailed shadows, and the mechanics of periscopes and mirrors. Crucially, tracing light paths from a source to an object, and then into the eye, corrects the common misconception that eyes shoot out beams of sight, forming the vital prerequisite for secondary school physics topics like refraction, lens magnification, and the electromagnetic spectrum. Summer 2 delivers the brightest natural illumination and the highest sun angles of the academic year, creating the perfect environmental conditions for precision outdoor ray-tracing and complex shadow geometry.*

For EYFS, Science is linked to the Communication and Language; Personal, Social and Emotional Development; Understanding the World areas of learning. Please refer to the sperate EYFS Curriculum plan for Willow Class.