



NUTFIELD CHURCH CE PRIMARY SCHOOL  
SCIENCE, COMPUTING AND DESIGN & TECHNOLOGY CURRICULUM OVERVIEW 2025/2026

Year 1					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Animals including Humans – Humans Seasonal Changes - Autumn	Animals including humans - Animals Seasonal Changes - Winter	Plants	Seasonal changes - Spring	Materials	SUMMER 2 Seasonal Changes - Summer
Are all animals the same?		How does nature change from winter to spring?		Do all materials have the same uses?	
<b>Animals inc humans (focus on humans)</b> <b>Identifying, classifying and Grouping</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Seasonal Changes (Autumn)</b> <b>Using their observations and ideas to suggest answers to questions</b> observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.	<b>Animals inc humans (animals)</b> <b>Asking simple questions and recognising that they can be answered in different ways</b> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  <b>Seasonal Changes (Winter)</b> <b>Using their observations and ideas to suggest answers to questions</b> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies.	<b>Identifying, classifying and Grouping</b>  <b>Observing closely, using simple equipment</b>  identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees	<b>Using their observations and ideas to suggest answers to questions</b>  <b>Performing simple tests</b>  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.	<b>Materials - Identifying, classifying and Grouping</b> distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties	<b>Seasonal Changes (Summer)</b> <b>Using their observations and ideas to suggest answers to questions</b> observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies.  <b>Consolidation</b>



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Computing					
Basic Skill - Learn how to logon, select, use and exit apps. Learn how to shutdown laptops and store away equipment safely.					
<b>use technology safely and respectfully</b> Purple Mash: Children to use the iPads to draw letters and during phonics. Learn how to logon, select, use and exit apps. Learn how to shutdown laptops/iPads and store away equipment safely.	<b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Children to use paint projects (see link below) to draw and create a bird image for display  <b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Children to use paint projects (see link below) to draw and create a winter scene for display	<b>use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</b> Focus on internet safety (see Online Safety planning - Purple Mash)	<b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Purple Mash: Children to use paint projects (see link below) to draw and create a spring scene for display	<b>use logical reasoning to predict the behaviour of simple programs</b>  Purple Mash: Maze explorers - 2 go – children to dip into coding.	<b>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</b>  Purple Mash: Complete the coding unit in the link below  <b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Purple Mash: Children to use paint projects (see link below) to draw and create a summer scene for display
Ideas for Purple Mash links for resources and lesson					
<a href="https://www.purplemash.com/#app/pap/nature/autumn">https://www.purplemash.com/#app/pap/nature/autumn</a>	<a href="https://www.purplemash.com/#app/pap/animals/bird_instructions">https://www.purplemash.com/#app/pap/animals/bird_instructions</a>  <a href="https://www.purplemash.com/#app/pap/nature/winter">https://www.purplemash.com/#app/pap/nature/winter</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/plants">https://www.purplemash.com/#tab/pm-home/science/plants</a>	<a href="https://www.purplemash.com/#app/p/pap/nature/spring">https://www.purplemash.com/#app/p/pap/nature/spring</a>	<a href="https://www.purplemash.com/#app/p/pap/nature/summer">https://www.purplemash.com/#app/p/pap/nature/summer</a>  <a href="https://www.purplemash.com/#tab/computing_sow_y1_unit_1-5">https://www.purplemash.com/#tab/computing_sow_y1_unit_1-5</a>	<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-7">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y1/computing_sow_y1_unit_1-7</a>
D&T Outcome					
<b>Design</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria  <b>Make</b> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Suggested outcome: Make own instruments out of junk modelling materials	<b>Cooking and Nutrition</b>  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from.  Plan and create a series of healthy snacks			<b>Technical Knowledge</b> - build structures, exploring how they can be made stronger, stiffer and more stable  <b>Evaluate</b> - explore and evaluate a range of existing products  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Suggested outcome: Create a tower using junk modelling based on the English book.	



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Year 2					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Animals Including Humans		Living Things and their Habitats	Plants	Use of Everyday Materials	Famous Scientists
<b>Identifying and classifying</b>  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.		<b>Gathering and recording data to help in answering questions</b>  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 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 micro-habitats.  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.	<b>Observing closely, using simple equipment</b>  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.	<b>Identifying and classifying</b>  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, bending, twisting and stretching.	
<b>Computing:</b> Basic Skill - Learn how to save and retrieve own work and learn how to change font style, size and colour.					
<b>Use technology safely and respectfully</b>  Use the internet to research the different animal classes, habitats and food chains.  Internet Search: Use internet search engines to retrieve information		<b>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</b>  Focus on internet safety (see Online Safety planning on Purple Mash)	<b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Purple Mash: Using 2Paint create a Spring picture inspired by the impressionist style of art (Monet, Degas, Renoir) or pointillist art such as Seurat.		<b>Use technology safely and respectfully use technology purposefully to create, organise, store, manipulate and retrieve digital content</b>  Purple Mash To create a PowerPoint/2Slide on a famous artist and use internet explorer to find information on famous scientists.



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<b>recognise common uses of information technology beyond school</b>  <b>create and debug simple programs</b>  Purple Mash: Create a spreadsheet using 2Calculate or 2Count which records things that are living, dead and things that have never been alive around the school environment..				<b>use logical reasoning to predict the behaviour of simple programs</b>  <b>create and debug simple programs</b>  Purple Mash : 2Code – children to code a game based on their KUW topic or English book.
<b>Ideas for Purple Mash links for resources and lesson ideas</b>				
<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-3">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-3</a> <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-5">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-5</a> <a href="https://www.purplemash.com/#app/tools/2Calculate">https://www.purplemash.com/#app/tools/2Calculate</a>		<a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-6">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y2/computing_sow_y2_unit_2-6</a>		<a href="https://www.purplemash.com/#tab/pm-home/science/famous_scientists">https://www.purplemash.com/#tab/pm-home/science/famous_scientists</a>
<b>D&amp;T Outcome</b>				
	<b>Cooking and Nutrition</b>  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from.  Suggested outcome: Plan and create a healthy savoury meal so that they are able to feed themselves and others a healthy and varied diet.		<b>Design</b> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b>Technical Knowledge</b> - build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products  <b>Make</b> - select from and use a range of tools and equipment to perform practical tasks  <b>Evaluate</b> - evaluate their ideas and products against design criteria  Suggested outcome: Make paper bridges – inspired by English text	



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Year 3					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Forces and Magnets	Rocks	Light	Plants	Animals including Humans	SUMMER 2
		Do all plants need light to grow?			
compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  observe how magnets attract or repel each other and attract some materials and not others  compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  describe magnets as having 2 poles  predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  describe in simple terms how fossils are formed when things that have lived are trapped within rock  recognise that soils are made from rocks and organic matter.	recognise that they need light in order to see things and that dark is the absence of light  notice that light is reflected from surfaces  recognise that light from the sun can be dangerous and that there are ways to protect their eyes  recognise that shadows are formed when the light from a light source is blocked by a solid object  find patterns in the way that the size of shadows change.	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Consolidation and application
Working scientifically – Years 3 and 4 objectives					
<ul style="list-style-type: none"><li>• asking relevant questions and using different types of scientific enquiries to answer them</li><li>• setting up simple practical enquiries, comparative and fair tests</li><li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• using straightforward scientific evidence to answer questions or to support their findings.</li></ul>					



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Computing					
Basic skill - Learn how to search for images and use them in own work and typing practise					
<b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b>  Show children how to use google and how to interpret results on google. Texter (online site) to create and display poetry or writing.	<b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>  <b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>  Purple Mash: Use 2Question to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b>  On iPads, photos to take photos of plants growing over time.	<b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b>  Purple Mash: Games and animation development using 2Code or Scratch to create a game based on their KUW topic, English book or RE topic.	<b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>  Purple Mash: Games and animation development using 2Code or Scratch to create a game based on their KUW topic, English book or RE topic.	
Purple Mash links for resources and lesson ideas					
<a href="https://www.purplemash.com/#tab/pm-home/science/forces">https://www.purplemash.com/#tab/pm-home/science/forces</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/rocks%20and%20soil">https://www.purplemash.com/#tab/pm-home/science/rocks and soil</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/light%20and%20dark">https://www.purplemash.com/#tab/pm-home/science/light and dark</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/plants">https://www.purplemash.com/#tab/pm-home/science/plants</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/food">https://www.purplemash.com/#tab/pm-home/science/food</a>  <a href="https://www.purplemash.com/#tab/pm-home/science/human%20body">https://www.purplemash.com/#tab/pm-home/science/human body</a>	
Online Safety					
Be Internet Legends – Lesson 1 Be Internet Sharp & Be Internet Alert		Be Internet Legends – Lesson 2 Be Internet Secure & Be Internet Kind ONLINE SAFETY WEEK – Complete additional Online Safety Week Work based around the national theme.		Be Internet Legends – Lesson 3 Be Internet Sharp & Be Internet Alert	Digital Wellbeing - Age 7-9 - Lesson 1
D&T Outcome					
<b>Design</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Suggested Outcome: Children to design a simple vehicle (based on their topic or book in English) and make it using wood. They can then test it rolling on different materials.		<b>Cooking and Nutrition</b> understand and apply the principles of a healthy and varied diet  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		<a href="https://www.jamesdysonfoundation.co.uk/resources/primary-school-resources/Engineering-solutions-the-future-of-farming.html">https://www.jamesdysonfoundation.co.uk/resources/primary-school-resources/Engineering-solutions-the-future-of-farming.html</a>	





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Year 4					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Sound	States of Matter	Living Things	Animals including Humans	Electricity	SUMMER 2
		Can all living things be classified the same way?			
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	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)  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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 their local and wider environment  recognise that environments can change and that this can sometimes pose dangers to living things.	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 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.	Consolidation and application
Working scientifically – Years 3 and 4 objectives					
<ul style="list-style-type: none"><li>• asking relevant questions and using different types of scientific enquiries to answer them</li><li>• setting up simple practical enquiries, comparative and fair tests</li><li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• using straightforward scientific evidence to answer questions or to support their findings</li></ul>					



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Computing					
Basic Skill - Learn how and when to print from laptops and iPads and typing practise.					
<p><b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b></p> <p>Use iPad app to make a video or record sound linking to a topic of choice.</p>	<p><b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b></p> <p>Purple Mash: 2Animate to create an animation on the water cycle.</p>	<p><b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b></p> <p><b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b></p> <p>Purple Mash: Use 2Chart to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p><b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b></p> <p>Purple Mash: Create a food chain using 2Connect</p> <p>Purple Mash: Publisher on Purple Mash to identify the different types of teeth in humans and their simple functions (link above)</p>	<p><b>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</b></p> <p><b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b></p> <p>Purple Mash: Games and animation development using 2Code, 2DIY or Scratch.</p> <p>Children to create an electricity based game (maybe linking to Iron Man book in English).</p>	
Purple Mash links for resources and lesson ideas					
<a href="https://www.purplemash.com/#tab/pm-home/science/sound">https://www.purplemash.com/#tab/pm-home/science/sound</a>	<a href="https://www.purplemash.com/#app/tools/2ani">https://www.purplemash.com/#app/tools/2ani</a>	<a href="https://www.purplemash.com/#app/tools/2chart">https://www.purplemash.com/#app/tools/2chart</a>	<a href="https://www.purplemash.com/#app/tools/2Connect">https://www.purplemash.com/#app/tools/2Connect</a> <a href="https://www.purplemash.com/#app/pup/teeth">https://www.purplemash.com/#app/pup/teeth</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/electricity">https://www.purplemash.com/#tab/pm-home/science/electricity</a>	
Online Safety					
Be Internet Legends – Lesson 4 Be Internet Secure & Be Internet Kind		Be Internet Legends – Lesson 5 Be Internet Brave – When in Doubt, Discuss ONLINE SAFTEY WEEK – Complete additional Online Safety Week Work based around the national theme.		Be Internet Legends – Lesson 6 Be Internet Brave – When in Doubt, Discuss	Digital Wellbeing - Age 7-9 - Lesson 2
D&T Outcome					
		<p><b>Cooking and Nutrition</b></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p><b>Make</b> - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical Knowledge</b> - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Suggested Outcomes: Iron Man clay masks – linking to Art and English and Science. Use science topic to insert lights as eyes and a buzzer.</p>	





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Year 5					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Animals including humans	Living things and their habitats	Earth and space	Forces	Properties and changes of materials	SUMMER 2
Do all animals have the same Lifecycle?		Is it only forces that keep the Solar System moving?		Are all changes permeanant?	
describe the changes as humans develop to old age.	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<b>Consolidation and application</b>



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### Working scientifically – Years 5 and 6 objectives

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

### Computing

Basic skill - Use technology to complement presentation of learning.

<b>select, use and combine a variety of software</b>  Children to create a PowerPoint/Slides/Video on the changes in humans from birth to old age.	<b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>  Purple Mash: Children to create a 2Question to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	<b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</b>  Be Internet Legends – Lesson 3 and 4  <b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</b>  <b>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</b>  Purple Mash: 2DIY Purple Mash Game – children to create a 3D Game based on space.		<b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</b>  Purple Mash: Use blog to publish work produced in class throughout year.  <b>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>  Purple Mash: 2Chart – children to create a flowchart based on whether some changes result in the formation of new materials, and that this kind of change is not usually reversible and use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	<b>select, use and combine a variety of software</b>  Use Publisher/Purple Mash to create a magazine page based on KUW/English topic.
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### Purple Mash links for resources and lesson ideas

<a href="https://www.purplemash.com/#app/pup/growingandchanging">https://www.purplemash.com/#app/pup/growingandchanging</a> <a href="https://www.purplemash.com/#tab/pm-home/science/changescience">https://www.purplemash.com/#tab/pm-home/science/changescience</a>	<a href="https://www.purplemash.com/#app/tools/2question">https://www.purplemash.com/#app/tools/2question</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/space">https://www.purplemash.com/#tab/pm-home/science/space</a>  <a href="https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-5">https://www.purplemash.com/#tab/Teachers/computing_sow/computing_sow_y5/computing_sow_y5_5-5</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/forces">https://www.purplemash.com/#tab/pm-home/science/forces</a>	<a href="https://www.purplemash.com/#app/tools/2chart">https://www.purplemash.com/#app/tools/2chart</a>	
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Online Safety			
Be Internet Legends – Lesson 7 Be Internet Sharp – Think Before You Share	Be Internet Legends – Lesson 8 Be Internet Alert – Check It's For Real ONLINE SAFETY WEEK – Complete additional Online Safety Week Work based around the national theme.	Be Internet Legends – Lesson 9 Be Internet Secure – Protect Your Stuff	Digital Wellbeing - Age 9-11 - Lesson 1
D&T Outcome			
<b>Cooking and Nutrition</b>  understand and apply the principles of a healthy and varied diet  prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<b>Design</b> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Make</b> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities   Suggested outcomes: Mars Rovers/Moon Buggy	<b>Design</b> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  <b>Technical Knowledge</b> - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  <b>Technical Knowledge</b> - apply their understanding of computing to program, monitor and control their products  <b>Technical Knowledge</b> - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  <b>Evaluate</b> - understand how key events and individuals in design and technology have helped shape the world   Dyson Foundation Project  <a href="https://www.jamesdysonfoundation.co.uk/resources/primary-school-resources/design-process-box.html">https://www.jamesdysonfoundation.co.uk/resources/primary-school-resources/design-process-box.html</a>	



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Year 6					
Science					
COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Living Things	Evolution	Animals including Humans		Light	Electricity
Have all Living Things evolved at the same rate?		Does the impact of diet impact humans as well as animals?		Does heat always lead to light?	
<b>Identifying, classifying and Grouping</b> 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  give reasons for classifying plants and animals based on specific characteristics.	<b>Observing over time</b> 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.	<b>Research (secondary sources)</b> 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.		<b>Comparative and Fair testing</b> recognise that light appears to travel in straight lines  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	<b>Pattern Seeking</b> 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.
Working scientifically – Years 5 and 6 objectives					
<ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments</li></ul>					



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Computing					
Basic skill - Make informed decision as to which hardware/software to use for desired outcome.					
<p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Write and publish blog of residential trip, include photos and video clips.</p> <p>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Purple Mash: 2Connect to 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</p>	<p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Write and publish blog of residential trip, include photos and video clips.</p>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Purple Mash: 2Code – children to code a game or playable app using 2Code or 2DIY 3D2</p>	<p>create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Purple Mash: Publish an article/blog about how light travels in straight lines .</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Purple Mash: 2Code – children to code a game or playable app using 2Code or 2DIY 3D2</p>
Purple Mash links for resources and lesson ideas					
<a href="https://www.purplemash.com/#app/tools/2Connect">https://www.purplemash.com/#app/tools/2Connect</a>		<a href="https://www.purplemash.com/#tab/pm-home/science/light%20and%20dark">https://www.purplemash.com/#tab/pm-home/science/light and dark</a> <a href="https://www.purplemash.com/#app/pup/lightandmirrors">https://www.purplemash.com/#app/pup/lightandmirrors</a>	<a href="https://www.purplemash.com/#tab/pm-home/science/electricity">https://www.purplemash.com/#tab/pm-home/science/electricity</a>	<a href="https://www.purplemash.com/#tab/pm-home/computing/2diy3d2">https://www.purplemash.com/#tab/pm-home/computing/2diy3d2</a> <a href="https://www.purplemash.com/#tab/pm-home/computing/2code%20lessons">https://www.purplemash.com/#tab/pm-home/computing/2code lessons</a> <a href="https://www.purplemash.com/#tab/pm-home/science/human%20body">https://www.purplemash.com/#tab/pm-home/science/human body</a>	
Online Safety					
<p>Be Internet Legends – Lesson 10</p> <p>Be Internet Brave – When in Kind – Respect Each Other</p>	<p>Be Internet Legends – Lesson 11</p> <p>Be Internet Brave – When in Doubt, Discuss</p> <p>ONLINE SAFETY WEEK – Complete additional Online Safety Week Work based around the national theme.</p>		<p>Be Internet Legends – Lesson 12</p> <p>Be Internet Brave – When in Doubt, Discuss</p>	<p>Digital Wellbeing - Age 9-11 - Lesson 2</p>	



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