



SPRING 1

MAKING PHYSICS MAKE SENSE

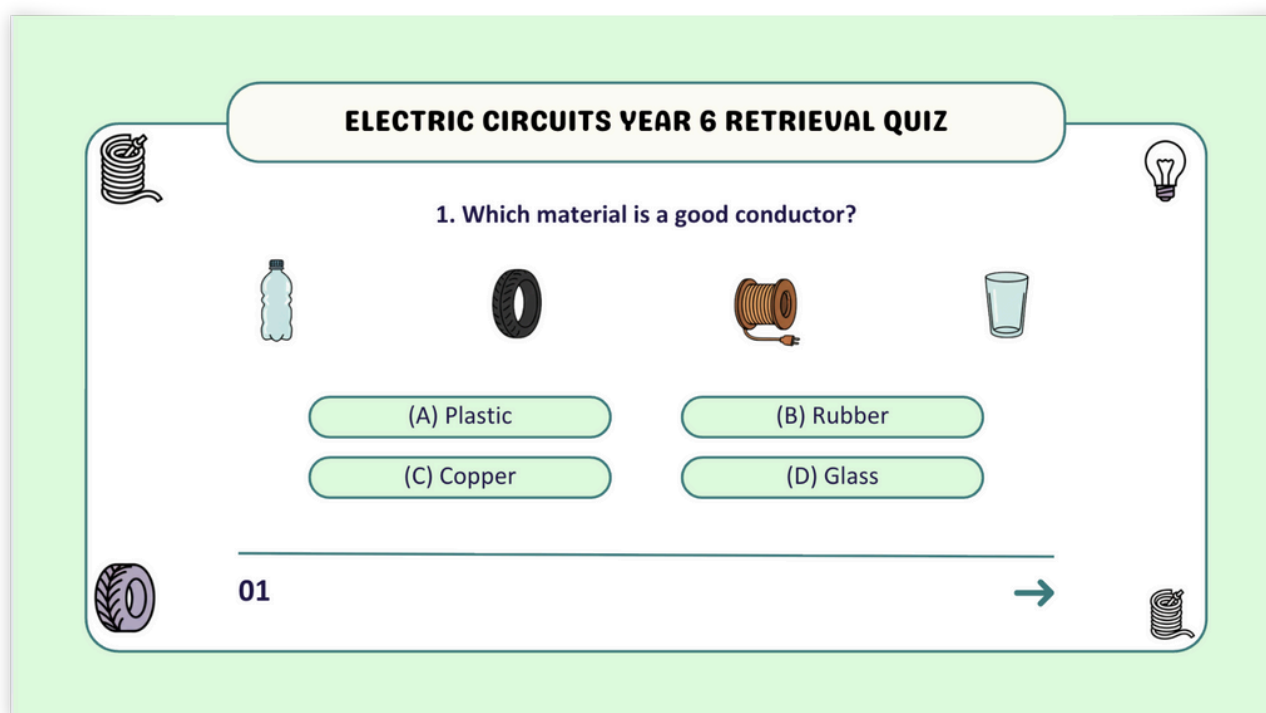
All you need to know for Spring 1

The first term of KS2 Spring will concentrate on physics across our HEP Science curriculum. **Light (Y3)**, **Sound (Y4)**, **Forces (Y5)**, and **Electric circuits (Y6)**. These topics can feel tricky because so much is invisible—you can't see light travelling, sound moving, or electricity flowing.

To support teaching across these units, we have brought key planning, teaching, and assessment resources together in one Spring 1 toolkit.

1. TAPPING INTO PRIOR KNOWLEDGE

Each unit now opens with a short retrieval task so you can see what children already know (and what they think they know) before teaching begins.



2. MEETING PUPILS WHERE THEY ARE

Additionally, each unit contains everyday examples, set out in the unit Progression map as well as built into the booklet, helps pupils take on new scientific language without feeling overloaded.

- In **Year 5 Forces**, slipping on wet floors or ice helps pupils picture friction before it's measured in newtons.
 - In **Year 6 Electric Circuits**, familiar items like torches and phone chargers give circuit diagrams real meaning.
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3. HANDS-ON INVESTIGATIONS

Science learning is best when children gather evidence and manipulate variables for themselves. The practical work validates the mental model they have just built.

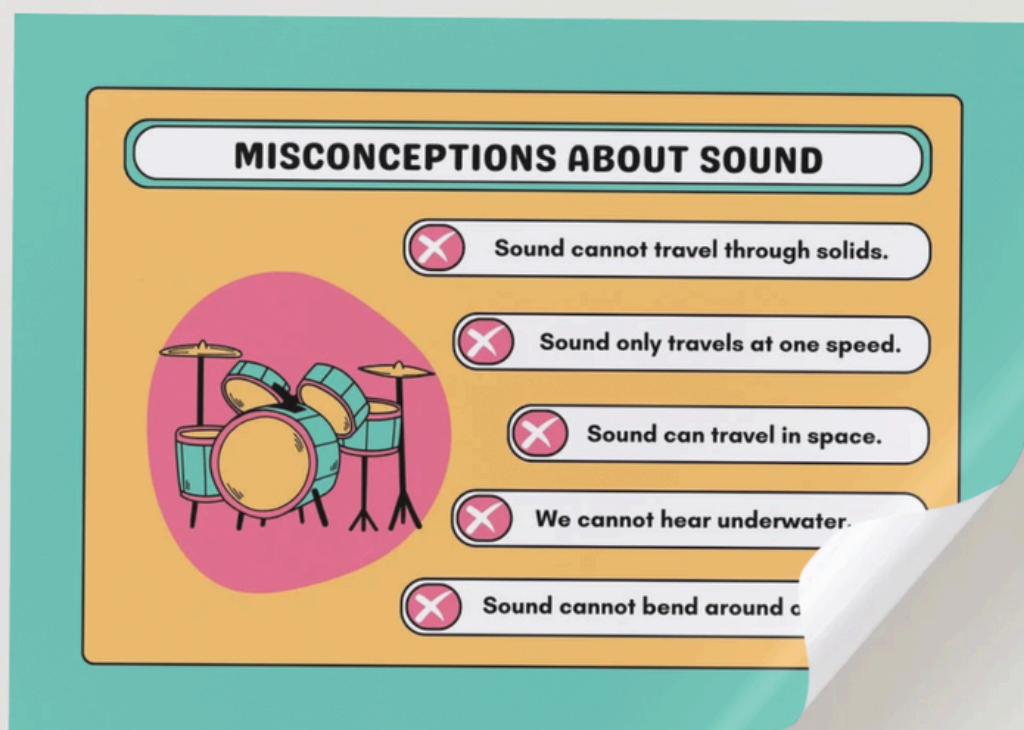
- Year 4 pupils *feel* vibrations and track how sound travels.
- Year 5 pupils measure friction and see why rougher surfaces need more force.



4. TACKLING MISCONCEPTIONS

Because these ideas are hard to see, misconceptions often recur. HEP Science addresses these by surfacing them early, revisiting them through talk and questioning, and returning to them during investigations once pupils have something concrete to think with.

- In **Year 3 Light**, they may think light comes from our eyes.
- In **Year 4 Sound**, pupils often think sound can travel through space.
- In **Year 6 Electric circuits**, many believe batteries store electricity within rather than push it around a circuit.



[DOWNLOAD THE MISCONCEPTIONS POSTERS](#)

NEW ASSESSMENT RESOURCES

These assessment resources support timely checks of understanding and inform next steps in teaching.

RETRIEVAL QUIZ

Gives you instant insight into what's secure and what needs revisiting before moving on.

SYNOPTIC TASKS

Helps you identify gaps and check whether pupils have achieved deep understanding.

ONLINE QUIZZES

Fun, interactive true or false quizzes to revise content as you go through the unit.

[VISIT THE KS2 ONLINE QUIZZES](#)

SPRING 1 KEY STAGE 1



Year 1 – Everyday Materials

Spring 1 helps pupils notice and describe the properties of materials through close observation. The focus is on using everyday language carefully - rough, smooth, bendy, hard - rather than memorising lists or naming objects.

Pupils learn to compare: *This feels smooth, but that one feels rough. Why?* It's about building vocabulary through touch, sight, and shared talk.

Year 2 – Living and Non-Living Things

Spring 1 asks pupils to make decisions: Is it living, dead, or never alive? The unit includes deliberately tricky examples - seeds, wooden furniture, coral - so discussion and justification matter more than quick answers.

Listen closely to how pupils explain their thinking, especially when things don't fit neatly into one box. That's where the learning deepens.

[VISIT THE KS1 ANIMATED STORYBOOKS](#)



DATES FOR YOUR DIARY

CPD Working Scientifically Webinar

 Tuesday 20 January 2026

Time: 01:00 PM

To join, click: [here](#)

BETT – Science Expert Panel

 Thursday 23 January 2026

Time: 11.30 AM

I'll be on the Science Expert Panel at BETT. If you're there, please come and say hello!

New Year 2 Spring 2 Booklet available for order!!!

From Tuesday 20 January 2026

