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| **Science Topic Overview** |
| **Year group** | **Autumn** | **Spring** | **Summer** |
| **Reception****Seasonal changes runs through all year** | **Animals incl humans**Children are supported to identify and name simple body parts.Explore the senses of sight, touch, sound, smell and taste and identify which part of their body they use. | **Materials**Changes in materials- heating/bakingText – Leaf ManChildren to collect natural resources such as leaves, sticks and conkers.  | **Living things and their habitats**Animals in diff habitats such as jungle, Arctic | **Materials**Changing materials- making porridge (The three Bears and the magic porridge pot).Properties of materials-. building bridges, and houses (The Three Billy Goats Gruff and The Three Little Pigs). | **Living things and their habitats**Naming minibeasts found in outdoor areaLife cycle of a butterfly | **Plants**Watching seeds grow |
| **Materials-**Floating and sinkingWaterproof materialsSorting materials |
| **Materials**Freezing and melting. Explore materials such as sand, mud, corn flour when they are wet and dry.  |
| PlantsPlanting and watching seeds grow |
| **Plants**fruit and vegetables and are encouraged to think about size, shape, colour and simple features when comparing them. | **Plants**Identify sycamore, horse chestnut, oak and pine trees by their seeds and leaves., |  |
| **Animals, including Humans**What does hibernation mean?  |
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| **Materials** I can talk about change and why things happen: making bread: Making Bread and apple sauce. |
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| **Year 1&2 Cycle A****Seasonal changes runs through all year** | **Animals inc humans**SensesParts of the human bodyUsing our senses  | **Animals incl Humans**How to stay healthyDiff types of foodKeeping cleanTake Care  | **Materials**Is all paper the same?Is all fabric the same?Can the same object be made from different materials?Can it bend/stretch?Everyday Materials  | **Plants** naming parts of a plantWhat is the same/different about flowers?Identifying plants and treesWhat makes a tree a tree.Plant Detectives  | **Plants** Planting seeds, what do seeds need to growLife cycle of a seedThe apprentice gardener  |
| **Year 1&2 Cycle B****Seasonal changes runs through all year** | **Living Things and Habitats**Dead or aliveFood chainsWhat is in your habitat?  | **Materials**What is the object made of?Which material is good for…..Mending holes in buckets, building building for toy carsGood Choices  | **Materials**Identify and nameChange shapeShaping Up  | **Animals inc humans**identify and name animals including fish, amphibians, Carnivores, herbivores and omnivores Structure of animalsLooking at Animals  | **Animals inc humans**Growing up-changes to the human bodyBasic needs to surviveGrowing Up  | **Plants** What flowers do we find in diff seasonsHow do leaves change over timeDo all trees lose their leaves?Our Changing World  |
| **Year 3&4 Cycle A****Living things and their habitats runs through all year** | **Materials**Melting and boilingEvaporationChanges of state- chocolate meltingIn a State  | **Sound**How sounds are made/how they travelMaking a sound louderMoving away from sound Good Vibrations  | **Electricity**Making circuitsUsing switches and bulbsConductors and insulatorsSwitched On!  | **Animals inc Humans**Digestive systemTeethFood chainsWhere does all that food go?  | **Living Things**Grouping living things- vertebrates and invertebratesUsing keysEnvironmental changeWho Am I?  |
| **Year 3&4 Cycle B****Living things and their habitats runs through all year** | **Rocks and soil**Different types of rockHow is soil madeFossilsRock Detectives  | **Forces and magnets**What is making it moveHow can it start to moveWhat materials are magneticHow do magnet affect each otherThe Power of Forces  | **Animals inc Humans**SkeletonmusclesHealthy foodAmazing Bodies  | **Light**What do we need to seeWhat do mirrors doshadowsCan you see me?  | **Plants**Functions of diff partsTransfer of waterSeed dispersalHow does your garden grow? |
| **Year 5&6 Cycle A** | **Earth in space**What is in spaceHow long is a year/dayWhy do we have seasonsWhy does the moon change spaceThe Earth beyond | **Materials**-compare and group materialsAre liquids runnyAre all solids hard Are all metals the sameAre all plastics the sameGet sorted | **Forces**Measuring forcesWhy does an object fallHow can we slow down a moving objectLeversFeel the force | **Animals inc Humans**Changes as humans grow oldCycle of life | **Living Things and Habitats**How do flowering plants reproduceHow do amphibians, birds, mammals and insects reproduceReproduction in plants and animals | **Materials**MixingDissolvingseparatingMarvelous mixtures |
| **Year 5&6 Cycle B** | **Evolution and inheritance**How do living things varyHow does natural selection workHow do living things surviveEverything changes | **Light**How does light travelShadowsLight up your world | **Animals inc Humans**Circulatory systemBloodThe heartTransportation of water and nutrients around the bodyBody pump | **Electricity**CircuitsCircuit diagramsResistanceDanger- low voltage | **Living Things and Habitats**- classification How are vertebrates/ invertebrates groupedWhat else is living apart from plants and animalsMicro-organismsNature Library | **Animals inc Humans**Being healthyHealthy snacksExerciseDrugsSmokingBody Health |

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|  | **EYFS** | **Year 1&2** | **Year 3&4** | **Year 5&6** |
| **Disciplinary knowledge****Working Scientifically** | Explore the natural worldaround them, makingobservations and drawingpictures of animals and plants;Know some similarities anddifferences between thenatural world around themand contrasting environments,drawing on their experiencesand what has been read inclass; -Understand some importantprocesses and changes in thenatural world around them,including the seasons andchanging states of matter. | During years 1 and 2, pupils should be taught to use the following practicalscientific methods, processes and skills through the teaching of theprogramme of study content:● asking simple questions and recognising that they can beanswered in different ways● observing closely, using simple equipment● performing simple tests● identifying and classifying● using their observations and ideas to suggest answers toquestions gathering and recording data to help in answeringquestions. | During years 3 and 4, pupils should be taught to use the followingpractical scientific methods, processes and skills through theteaching of the programme of study content:● asking relevant questions and using different types ofscientific enquiries to answer them● setting up simple practical enquiries, comparative and fairtests making systematic and careful observations and,where appropriate, taking accurate measurements usingstandard units, using a range of equipment, includingthermometers and data loggers● gathering, recording, classifying and presenting data in avariety of ways to help in answering questions● recording findings using simple scientific language,drawings, labelled diagrams, keys, bar charts, and tables● reporting on findings from enquiries, including oral andwritten explanations, displays or presentations of resultsand conclusions | During years 5 and 6, pupils should be taught to use the followingpractical scientific methods, processes and skills through theteaching of the programme of study content:● planning different types of scientific enquiries to answerquestions, including recognising and controllingvariables where necessary● taking measurements, using a range of scientificequipment, with increasing accuracy and precision,taking repeat readings when appropriate● recording data and results of increasing complexityusing scientific diagrams and labels, classification keys,tables, scatter graphs, bar and line graphs● using test results to make predictions to set up furthercomparative and fair tests● reporting and presenting findings from enquiries,including conclusions, causal relationships andexplanations of and degree of trust in results, in oral andwritten forms such as displays and other presentations |