

Vision for Science



“At St Joseph’s we believe that Science is a key tool for children to understand the world around them. It is an opportunity to ask questions and find out answers about important concepts and ideas. Our Science curriculum enables our pupils to explore and discover the world around them, in order to develop a deeper understanding of the world in which we live.

Through exciting, practical, hands on experiences the children will build a high quality, knowledge based foundation, through opportunities to investigate test and explain ideas. In doing this they are encouraged to recognise the importance of explaining their thinking and drawing conclusions. This will help to prepare them for life in a fast changing society.

At St Joseph’s the children are given regular opportunities to explore through hands on practical learning, both in a directed and child led manner allowing them to test their own ideas.”

Mr Malley



**WHOLE SCHOOL CURRICULUM OVERVIEW FOR SCIENCE
YEAR A**

	AUTUMN	SPRING	SUMMER
CLASS1 EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading ‘Understanding the World’.</p> <p><u>What does this look like is the Foundation Stage?</u></p> <p>Children explore their own bodies and their senses.</p> <p>We learn to name the parts of the body and what we use them for.</p> <p>We learn about things such as animals and their homes, including pets, farm animals and wild animals.</p> <p>Children observe changes such as caterpillars turning into butterflies, the seasons changing, plants and flowers growing. They are supported to notice and talk about what is happening and why.</p> <p>We learn about being healthy, including eating a range of foods and taking part in exercise.</p> <p>We develop a sense of curiosity and exploration through a range of resources relating to our enquiries, eg magnets, magnifying glasses, things to smell and taste etc, and through the continuous provision areas such as sand, water, small world, construction etc.</p>		

CLASS 2 Y1/Y2	Humans – Health & Growth	Uses of Everyday Materials	Living Things & Their Habitats
		Plants - growth	Animals – survival & growth
CLASS 3 Y3/Y4	Animals, Including Humans – teeth/digestive system Rocks – including soil formation and fossils – link with geography.	Electricity Sound	Living Things & Their Habitats – identifying & classification & care of environments. ‘FORCES AND MAGNETS’ Light - shadow/reflective surfaces
CLASS 4 Y5/Y6	Evolution & Inheritance – including adaptations Electricity	‘ANIMALS, INCL HUMANS’ (Circulatory system and Exercise) Living Things and their Habitats - Classification	HEALTH ‘ANIMALS, INCL HUMANS’ (Keeping Healthy, Diet & Lifestyle) Light and Astronomy – How Light Travels

**WHOLE SCHOOL CURRICULUM OVERVIEW FOR SCIENCE
YEAR B**

	AUTUMN	SPRING	SUMMER
CLASS 1 EYFS	<p>Due to the nature of the Early Years Foundation Stage topics, coverage and skills are not pre-planned. Learning opportunities come from children’s abilities and interests. Guidance for skills are taken from the Development Matters Document under the heading ‘Understanding the World’.</p> <p><u>What does this look like in the Foundation Stage?</u></p> <p>Children explore their own bodies and their senses.</p> <p>We learn to name the parts of the body and what we use them for.</p> <p>We learn about things such as animals and their homes, including pets, farm animals and wild animals.</p> <p>Children observe changes such as caterpillars turning into butterflies, the seasons changing, plants and flowers growing. They are supported to notice and talk about what is happening and why.</p> <p>We learn about being healthy, including eating a range of foods and taking part in exercise.</p> <p>We develop a sense of curiosity and exploration through a range of resources relating to our enquiries, eg magnets, magnifying glasses, things to smell and taste etc, and through the continuous provision areas such as sand, water, small world, construction etc.</p>		

CLASS 2 Y1/Y2	Humans – including body parts and senses Seasonal Changes	Everyday Materials	Animals Plants – observe & identify in local environment
CLASS 3 Y3/Y4	Humans – Health & Nutrition Humans – Skeletal/Muscular system, movement	States of Matter – including change of state and water cycle	Forces & Magnets – including how things move on different surfaces Plants – including growth, functions, pollination, seed formation, seed dispersal
CLASS 5 Y5/Y6	Earth & Space – planets, history of understanding Forces – including Friction and air resistance and mechanisms.	Properties & Changes of Materials – uses, comparisons, thermal/electric conductivity, transparency. Living Things & Their Habitats – observing life cycles/reproduction in animals and plants.	Properties & Changes of Materials – mixing, dissolving, sieving, filtering, evaporating. Properties & Changes of Materials – changes that form new materials Humans – human life cycles. Animals, Including Humans