Science Curriculum Overview 2024 - 2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Nursery	My Body Parts of an oak tree - using body to represent	How can I make things move? Moving wood and natural objects safely Rope swing and hammock	Seasonal Changes –Weather Wonders Observing weather and seasonal changes on Nature Trail	Plants –The Life Cycle of a Seed Growing vegetables and beans to eat	Forces Materials Feel the force, explore forces and how things work	Animals – The Life Cycle of an Animal Observing mini-beasts in local environment
Rec	Using our senses Using senses to notice changes in nature	Seasonal Changes Materials Inc. changing materials Using natural materials to build and create	Earth and Space Learn about Earth, sun, moon, planets, stars and space travel Forces Explore how things work, wind operated objects, and how objects move through water	Living things and their habitats Light Plants Observing animals and plants in natural woodland habitats	Animals- excluding humans Sound Electricity Learning to identify animals and plants in our local environment	Materials- changing materials Dinosaurs- animals excluding humans
Key Stage 1						
Year 1	**Throughout the year (weekly)** **Plants** –while learning to name and identify plants, children should be drawing on a range of clues. Plants change in appearance over the year –losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. Children should visit the same plants throughout the year gathering additional clues for identification. **Seasonal Change** – Pupils should be gathering data about seasonal change regularly throughout the year. Explore deciduous trees and evergreen trees to compare differences over the year e.g. shedding leaves, buds, flowers (blossom), fruits etc. As part of this, they will be making observations about the weather and how this affects living things. Data is gathered regularly e.g. weather measurements, pictures of trees (include children they can observe what they are wearing)					
	How are animals classified? *Animals including humans*	Name our body parts and what we do mean by our five senses? *Animals including humans* Using senses to notice changes in nature	What are the materials that are around us called? *Everyday materials*	What are the names of different plants? *Plants* *Identifying different plants and trees in our local environment, and vegetables and fruit growing in allotment*	How do seasons change? *Seasonal Changes* Observing seasonal changes in nature Difference between season and weather
		In preparation for Plant unit of learning, plant bulbs during autumn 2 *Planting flower bulbs in Autumn* *Observing differences between deciduous and evergreen trees*	In preparation for Plant unit of learning, plant seeds during spring 2 Growing vegetables to eat – comparing seeds and bulbs Identifying parts of a plant Observing changes in plants and trees (observational drawings in Nature Journals) Observing flowers grown from bulbs			

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<table>
<tr><td>Year 2</td><td colspan="6"><u>Throughout the year</u>
Living things and their habitats – while learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification.
Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of all the animals in a habitat, the habitat should be visited at different times throughout the year e.g., under a log, in the trees, ear the flower beds etc.</td></tr>
<tr><td></td><td>What are the properties of different materials?
Uses of everyday materials</td><td>Why is it important to keep our bodies healthy? Incl. life cycles
Animals including humans

In preparation for Plant unit of learning, plant bulbs during autumn 2</td><td>What are the properties of different materials?
Uses of everyday materials</td><td>Why do animals choose the habitats they have?
Living things and their habitats

In preparation for Plant unit of learning, plant seeds during spring 2</td><td>How do plants grow?
Plants</td><td>How do animals, including humans change as they grow?
Animals including humans</td></tr>
<tr><td colspan="7">Key Stage 2</td></tr>
<tr><td>Year 3</td><td colspan="6">Throughout the year
Plants –many plants have an annual cycle – having buds, flowers, seeds/berries at certain times in the year. Pupils should therefore visit the same plants throughout the year gathering evidence linked to their life cycle e.g., collecting seeds and taking photographs or making observational drawings for buds, flowers etc. This evidence can then be reviewed at the end of the year to exemplify a range of plants' life cycles.</td></tr>
<tr><td></td><td>What are the main types of rocks on Earth?
Rocks</td><td>What do we mean by forces? How do magnets work?
Forces and Magnet
Moving wood safely
Using rope swing and hammock</td><td>Why do humans have skeletons and muscles?
Animals including humans
Vertebrates and invertebrates in our local environment</td><td>Why is nutrition important?
Animals including humans
Healthy Eating Week
(Summer term)</td><td>What do plants need to flourish?
Plants (make links to rocks)
Improving biodiversity
Growing vegetables to eat (Spring term)</td><td>Why do we have light and dark and what is its impact on our everyday life?
Light</td></tr>
<tr><td>Year 4</td><td colspan="6">Throughout the year
Living things and their habitats – while learning to name and identify plants, the pupils should be drawing in a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification.
Animals - visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, the habitats should be visited at different times throughout the year.</td></tr>
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	What are solids, liquids and gases? *States of Matter* *Constructing aqueducts in a natural environment*	Why do some materials change state when they are heated or cooled? Inc. evaporation and condensation in the water cycle. *States of Matter* *Campfire observations*	How are living things classified? *Living things and their habitats* *RSPB Big Schools Birdwatch – identifying bird species* *Soil survey of invertebrates*	What happens to the food we eat? How is a food chains constructed? *Animals including humans* *Soil survey – food sources of birds and declining populations (Summer term)*	What is electricity and why is it so important? *Electricity*	How is sound created? *Sound* *Soundscapes and music making in nature*
Year 5	What materials can or cannot be changed back to their original form? *Properties and changes of materials*		What is a force and how does it impact the way things move? *Forces*	What do we know about the Sun, Earth, Moon and the Planets? *Earth and Space*	What can we learn about the life process of reproduction in plants and animals? *Living things and their habitats*	What do we know about the lifecycles of humans? *Animals including humans*
Year 6	How does the heart work and why is it so important? *Animals including humans*	How does electricity work and how does its power vary? *Electricity*	How are living things grouped and classified? *Living things and their habitats*	How have things on Earth changed over time? *Evolution and inheritance*	How do our eyes help us see? *Light*	

In science we make cross curricular links:

Subject	**Link**
Maths	Graphs and analysing data
Geography	Global warming, weather, the water cycle, the rainforest, habitats and food chains
English	Writing up results/findings, explanation texts, non-fiction texts (comprehensions in DR)
Art	Observational drawings
PE	Healthy living
PSHE	Taking good care of myself, healthy diets, animal, exercise, my body changes, global warming
Computing	Research and collating data
DT	Forces