Science Curriculum Overview 2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Nursery	My Body	How can I make things move? Forces	Seasonal Changes –Weather Wonders	Plants –The Life Cycle of a Seed	Forces Materials	Animals – The Life Cycle of an Animal
Rec	Using our senses	Seasonal Changes Materials Inc. changing materials	Earth and Space Forces (magnets)	Living things and their habitats Light Plants	Animals- excluding humans Sound Electricity	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*	Name our body parts and what we do mean by our five senses? *Animals including humans*	What are the materials that are around us called? *Everyday materials*		What are the names of different plants? *Plants*	How do seasons change? *Seasonal Changes*
		In preparation for Plant unit of learning, plant bulbs during autumn 2	In preparation for Plant unit of learning, plant seeds during spring 2			
Year 2	**Throughout the year** **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.					
	What are the properties of different materials? *Uses of everyday materials*	Why is it important to keep our bodies healthy? Ho *Animals including humans*	What are the properties of different materials? *Uses of everyday materials*	Why do animals choose the habitats they have? *Living things and their habitats*	How do plants grow? *Plants*	How do animals, including humans change as they grow?

Science Curriculum Overview 2024-2025

						Animals including humans
		In preparation for Plant unit of learning, plant bulbs during autumn 2		In preparation for Plant unit of learning, plant seeds during spring 2		
Key Stage 2						
Year 3	**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.					
	What are the main types of rocks on Earth? *Rocks*	What do we mean by forces? How do magnets work? *Forces and Magnet*	Why do humans have skeletons and muscles? *Animals including humans*	Why is nutrition important? *Animals including humans*	What do plants need to flourish? *Plants (make links to rocks)*	Why do we have light and dark and what is its impact on our everyday life? *Light*
Year 4	**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.					
	What are solids, liquids and gases? *States of Matter*	Why do some materials change state when they are heated or cooled? Inc. evaporation and condensation in the water cycle. *States of Matter*	How are living things classified? *All living things*	What happens to the food we eat? How is a food chains constructed? *Animals including humans*	What is electricity and why is it so important? *Electricity*	How is sound created? *Sound*

Science Curriculum Overview 2024-2025

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? *All Living things*	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? *All living things*	How have things on Earth changed over time? *Evolution and inheritance, Inc. plants*	How does light travel? *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