

## Science Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	EYFS The Natural World – Ask questions and explore the natural world around me Identifying and observing plants and animals in our school grounds and drawing on their reading to discuss different environments	The Natural World - Recognise some environments that are different to where I live, using the term same and different. Seeing changes in the environment, and focusing on leaves and their colours. Look at similarities and differences in patterns and colour etc	The Natural World – Observe and understand the effects of seasonal change describing what I can see, feel and hear. Looking at patterns and change in weather	The Natural World - Explore different processes, including states of matter, describing materials in our environment. Floating and sinking Shadows	The Natural World - Observe and care for animals describing how they change over time and what they need to live. Changes in the environment observing plants and animals. Farm- looking at how animals change over time and life cycles of chicks/ frogs.	The Natural World - Make observations about plants identifying similarities and differences. Observe how plants grow. Eating and exercise to keep us healthy.
<b>Year 1 – Longitudinal study - Do seasons affect habitats? Do our habitats and the animals living in them change through the seasons? How do they adapt to survive?</b>						
1	<u>Animals, including humans</u> How animals survive using their senses - identify basic parts of the human body and say sense associated with it	<u>Seasonal change</u> Habitats and how the seasons affect them – describe the weather and length of day. Plants -Identify deciduous and evergreen trees	<u>Animals, including humans</u> Identify how animals move in order to survive and get their food. Feeding for survival - Identify different groups of animals and sort into carnivores, herbivores and omnivores.	<u>Plants</u> <u>How do plants grow?</u> -observe and describe seeds and bulbs - identify what plants need to grow.	<u>Uses of everyday materials</u> Describing and sorting materials	
<b>Year 2 - Longitudinal study</b> Are all animal lifecycles the same? What stages do caterpillars and humans go through? What do the caterpillars need to help them develop and grow? What type of habitat do they need?						
2	<u>Plants</u> Making new plants	<u>Forces</u> Pushes, pulls and their effects.	<u>Uses of everyday materials</u> Materials their properties and why we choose materials to do jobs – Clothing and building.	<u>Animals including Humans</u> Animal life cycles What animals including humans need to survive and be healthy.	<u>Living things and their habitats</u> Habitats and how the seasons affect them. Living things are adapted to survive in different habitats.	
<b>Year 3 - Longitudinal study</b> How can we maintain a rich supply of nectar for bees at Berrywood?						
3	<u>Forces and Magnets</u> Magnets and their effects	<u>Light</u> How shadows are formed. Light comes from a source. Materials can reflect light.	<u>Materials and their properties</u> Rocks - compare rock types on the basis of their appearance and simple physical properties.	<u>Animals including Humans</u> Skeletons protect vital organs Muscles connect to bones and support movement	<u>Plants</u> How plants make their food How plants reproduce Linked to Longitudinal study	
<b>Year 4 - Longitudinal study –</b> How have humans impacted on different environments and the plant and animal species living there?						
4	<u>Properties and changing of materials</u> Solids, liquids and gases	<u>Electricity</u> Making electrical circuits work	<u>Living things and their habitats</u> Look at Feeding relationships and the environment. How environmental change affects habitats and organisms differently. Different food changes occur in different habitats.	<u>Animals including Humans</u> Digestion- how the body gets nutrients into the blood.	<u>Properties and changing of Materials</u> Mixtures and separating them	
<b>Year 5 - Longitudinal Study</b> - How can we design our pond environment to enable newts and other species to flourish?						
5	<u>Properties and changing of materials</u> Making new substances	<u>Forces</u> Forces that oppose motion -Air resistance, water resistance and friction	<u>Forces</u> Space and Gravity. Describing the rotation of the Earth around the sun identifying day and night, Researching planets, the moon and gravitation pull. other planets and the moon.	<u>Evolution and natural selection</u> Fossils - evidence that living things have changed over time  Study naturalists and animal behaviourists e.g., Jane Goodall	<u>Animals including humans</u> Circulation - How nutrients get where they are needed in the body	
<b>Year 6 – Longitudinal study</b> How can we manage our woodland and develop its environmental potential to support more wildlife?						
6	<u>Light</u> How light behaves and how we see.	<u>Electricity</u> Controlling electric circuits	<u>Sound</u> How sound is made, travels and can be changed	<u>Evolution and natural selection</u> Charles Darwin - How animals and plants are adapted to suit environment and how adaptation may lead to evolution	Independent Scientific investigations applying disciplinary skills	