

Science yearly overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Changing Seasons Summer to Autumn</p> <p>Observe leaves falling, collections of natural materials</p> <p>Changing materials – make and taste porridge Farms –Farm Animals & Harvest</p> <p>I see, I notice, I wonder Play, observe, ask Talk about what you see</p>	<p>Changing Seasons Autumn to Winter</p> <p>Changing materials – making pizza.</p> <p>Wild Animals Fire/fireworks</p> <p>Day length – getting darker</p>	<p>Seasons – winter Weather</p> <p>Materials – making pancakes, water freezing/melting</p> <p>Space- rockets Animals</p>	<p>Changing Seasons – winter to Spring, noticing changes to plants/bulbs growing</p> <p>Baby animals</p> <p>Changes in materials – bubbles/volcanos /corn flour</p>	<p>Changing Seasons –Spring to summer</p> <p>Mini beasts</p> <p>Planting seeds Care and concern for living things</p>	<p>Seasons - Summer</p> <p>Observe plants changing and growing.</p> <p>Look for fruit on veg plants</p> <p>Staying healthy – importance of exercise / sleep, water, hygiene, teeth brushing Trip to Wendover woods</p>
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Changing Seasons Summer to Autumn</p> <p>Changes in plants/trees – describe what see Materials – make bread</p> <p>Observe the changes and growth in Sunflowers Looks closely at similarities,</p>	<p>Changing Seasons Autumn to Winter The little acorn-tree lifecycle links to seasons</p> <p>Materials – Gingerbread man Humpty Dumpty – egg Ice exploration</p>	<p>Seasons - winter</p> <p>Changes in trees Materials – make robots from range of materials Ice exploration</p>	<p>Changing Seasons – winter to Spring</p> <p>Changes in trees</p> <p>Mini beasts' /Farm animals – what ladybird heard and Super worm</p>	<p>Changing Seasons –Spring to summer</p> <p>Plants – planting potatoes and wild flowers in order to observe growth</p> <p>Baby animals – All kinds of families Zoo trip Look at vegetables- pirate crudités</p>	<p>Seasons – Summer</p> <p>Healthy lifestyle and teeth /body hygiene</p>

	differences, patterns and change					
Year 1	Autumn 1 Marvellous Me	Autumn 2 Up up and Away	Spring 1 Wild things	Spring 2 Explorers	Summer 1 Castles	Summer 2 Splash
	<p>Seasonal change Observe and describe what weather is like in Autumn? What changes happen from Summer to Autumn? Observe weather and the amount of daylight. Gather and record data.</p>	<p>Seasonal change Observe weather</p>	<p>Seasonal change Observe and describe what weather is like in Autumn? What changes happen from Summer to Autumn? Winter - What is the weather like in Winter? Observe weather and the amount of daylight. Gather and record data.</p>	<p>Seasonal Change & plants- Spring Can you measure the weather for a week? -Fill in table of temperature and weather over a week What is the weather like in Spring? –continue to collect and record weather data on class chart daily</p>	<p>Seasonal change Observe and describe what weather is like in Autumn? What changes happen from Spring to Summer Gather and record data. Observe weather and the amount of daylight.</p>	<p>Seasonal Change and plants Summer Changes in summer – observe trees (Take photo of trees) -Gather and record weather data daily on class chart over a week --What is the weather like in Summer? -What have we learnt about seasons over the year – what are the main changes in each season? -What have we learnt about seasons over the year – what are the main changes in each season? -Talk about plants, animals and changes in weather -Gather all day length data and compare day length over year</p>
	<p>Plants -Observe 2 trees /plants in Autumn (Take photo of trees one deciduous and one evergreen tree)</p>	<p>Materials Explore/sort materials – wood, plastic, glass metal Objects and materials – What is the difference between an object and a material, sort objects and materials and say what they are made from– e.g. scissors, window, table, spoon – wood. Investigate materials -What do</p>	<p>Plants Observe 2 trees /plants in Spring (Take photo of trees 1 evergreen and one deciduous) -observe changes in plants and 2 trees in winter (go outside and Take photo of trees)</p>	<p>Animals inc Humans Compare animals (from those taught before) identify, classify, describe and compare 2/3 animals – what is same/different?2- Carnivores, Herbivores, Omnivores – name and labels animals in each group. Sort animals by what they eat. – make a pictogram about</p>	<p>Plants Observe 2 trees /plants in Summer (Take photo of trees 1 evergreen and one deciduous) Observe common, wild and garden plants in Local environment – (go to park) – Use identification sheets Draw basic structure of flowering plants</p>	

		materials plastic, metal, feel like? Hard soft, see through, rough smooth, shiny dull – name material and what is it Waterproof experiment – How to keep the Wight Brothers dry. What materials float or sink? -Float and sink –Does it absorb water. Design parachute using best material – why?		animals and what they eat. Science Week – plant –dyed water experiment., prediction and write up result. Science Week focus...??	Draw basic structure of a tree Classify leaves seeds flowers Grow & Observe bean plants (common veg garden plant). Record what seen as plants grow?	
	Scientific Enquiry I can observe plants closely I can identify and classify.	Scientific Enquiry Identifying and classifying animals. I can observe closely I can ask simple questions Identifying and classifying materials. Performing a simple test, waterproof/non waterproof. Keeping the Wight Brothers dry.	Scientific Enquiry I can observe plants closely I can identify and classify.	Scientific Enquiry I can as simple questions and recognise that they can be answered in different ways. I can perform simple tests I can identify and classify animals.	Scientific Enquiry I can use my observations and ideas to suggest answers to questions.	Scientific Enquiry I can gather and record data to help in answering questions. Day length (class teddy)
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topics	Food Glorious Food	Fire and Ice	Nighttime	Green and Mean	London	Journeys
	<p>Animals inc Humans Humans</p> <ul style="list-style-type: none"> -Identify basic needs of a human for survival -Draw label and sequence Lifecycle of humans -baby, toddler, child, teenager, adult, old person -Identify ways to stay healthy, Exercise, food, good hygiene, sleep. -Focus on exercise -Perform a simple test to discover the importance of exercise -Food - Identify and classify food types and groups and a healthy diet. Importance of eating right amounts of different types of food - Design a healthy meal/snack -Identify ways to have good hygiene inc teeth 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> Intro concept of habitat and describe different habitats and which animals/plants live there – focus on Habitats in my local area – urban, wood, pond, coast -Visit Barnet environmental centre – field work on habitats. -Which habitat is best suited for animal's needs - fox, crab, badger, duck. -Focus on Arctic habitats/-Desert habitats. Compare what animals and plants live there -Habitats and diet - how do living things depend on each other? -Food chains – What is a food chain? -Living dead or never alive - explore & compare differences, Group 	<p>Animals inc Humans</p> <ul style="list-style-type: none"> Identify animals and offspring To match, sort and group young animals and their adults. <p>Compare mammals, birds, fish and frog– how are their needs similar/different</p> <p>Lifecycles of different mammals –Amphibians frogs /owl</p> <p>Compare and look for patterns in different life-cycles</p>	<p>Plants</p> <ul style="list-style-type: none"> -What do plants need to grow – Plan experiment with light, dark, lack of water. - Plant seeds for light, dark, lack of water experiment --Look at results and describe what do seeds need to grow? – Write up findings Describe how plants need water, light to stay healthy -Look at differences in Bulbs and seeds? Plan & Plant bulbs and seeds- Keep diary of seeds and bulbs growth. - Describe the process of reproduction and growth in plants 	<p>Plants</p> <ul style="list-style-type: none"> Findings of growth of, bulbs and seeds-observe and describe how seeds and bulbs grow into mature plants 	<p>Materials and Sustainability</p> <ul style="list-style-type: none"> Plastics How is plastic helpful and harmful. How can we reduce our plastic waste in <u>school</u>? <hr/> <p>Living things and their Habitats</p> <ul style="list-style-type: none"> What is a microhabitat? Explore different microhabitats Sustainability and wildlife

		living, dead or never alive				
	<p>Scientific Enquiry</p> <p>I can my observations and ideas to suggest answers to questions</p> <p>I can identify and classify</p> <p>I can perform simple tests</p>	<p>Scientific Enquiry</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can identify and classify</p>	<p>Scientific Enquiry</p> <p>I can observe animals closely.</p> <p>I can identify and classify animals</p>	<p>Scientific Enquiry</p> <p>Identify and classify seeds/bulbs</p> <p>Use simple tools, hand lens/magnifying glass</p> <p>Perform simple tests and observe closely-</p> <p>Observe growth o seeds and bulbs</p> <p>Begin to recognise was they can answer simple questions. What plants need to survive? Use observations and ideas to suggest answers to questions</p> <p>I can gather and record data of plants growth</p>	<p>Scientific Enquiry</p> <p>I can ask simple questions</p> <p>I can perform simple tests</p> <p>I can gather and record data to help in answering questions</p>	<p>Scientific Enquiry</p> <p>I can identify and classify plants and animals in microhabitats</p> <p>I can gather and record data of plants and animals in microhabitats</p> <p>I can use my observations and ideas to suggest answers to questions</p>