



# Science Subject Yearly Overview

\*please note that working scientifically skills should be taught throughout all topics\*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/ Nursery	<p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Describe what they see, hear and feel while they are outside.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
Year 1	Physical and human features.	Animals (amphibians, herbivores/ carnivores/ omnivores)	Light and astronomy.  Seasonal change.	Structure and part of flowering plants.	Identifying and describing different materials.	Animals – human parts of the body in comparison to robot parts.
Year 2	Observing seasonal changes Nature and field journals - observations of plants and animals in their local environment throughout the year.	Humans-what humans need to survive, human growth and exercise. Basic needs of humans. Use of medicines Importance of exercise, eating the right amounts of different foods, and hygiene.		Human health and nutrition requirements for plant growth. Describe how animals obtain their food from plants and other animals using the idea of a simple food chain. Identify and name different sources of food.	Living things and habitats Know that animals have offspring which grow into adults. Find out about and describe the basic needs of animals for survival. Introduced to the process of reproduction and growth in animals. Observe how animals grow. Explore and compare the differences between	Uses of everyday materials-suitability of different materials for particular uses.

					things that are living, dead and things that have never been alive.	
Year 3	Standalone unit Light and shadows. Opaque transparent, translucent. How shadows are made. How images are reflected. Recognise that shadows are formed when the light from a light source is blocked by a solid	Nutrition, diet, movement and the skeleton. To understand the importance of a balanced diet. The healthy plate and food groups. Why it is important to exercise and to keep fit.	Rocks and fossils	Forces and magnets	Being archaeologists finding about our skeleton by measuring bone length. Functions of the skeleton. How do we move? Muscles and how they work with the skeleton. Name main bones in the body.	Plants-functions of parts and plant growth Using film to show plants growing. Use film to show pollination by a bee. Seed dispersal Dandelion study. Compare film clips. Study dandelions using the wildlife garden.
Year 4	Electricity Series circuits, switches, conductors, insulators. Visit from Mr. Rivers who works as an electrician in Chorley. Chn will work scientifically by observing patterns – how cells affect bulb brightness etc. Junior electricians apprentice used as a point/reward system throughout the theme.		Teeth and the digestive system. Pupils will compare and contrast teeth and compare their ideas about the digestive system to models.		States of matter Compare and group materials together, according to whether they are solids, liquids or gases. Solids, liquids and gases can be identified by their observable properties.	Habitats-grouping and classifying plants and animals – chn to recognise that living things can be grouped in different ways, links to be made with ICT creating keys to help group living things. Food chains to be constructed and interpreted. Chn are to recognise that environments can change which can pose a danger to living things.
Year 5	Properties of materials e.g Compare and group together everyday materials on the basis of their properties.	Material Changes reversible and irreversible changes.	Space e.g. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Forces e.g. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Living things and their habitats: e.g. Describe the life process of reproduction in some plants and animals.	SRE
Year 6	Evolution and inheritance adaption, survival of the fittest, reproduction and passing on traits	Light-exploring the way light behaves including light sources, reflection, shadows.	Famous scientists and their contribution to the world.	Animals including humans – circulatory system	Classification including subdivisions for vertebrates and invertebrates	Electricity