

Science Whole School Curriculum Overview

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- To identify and classify
- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up practical enquiries, comparative and fair tests
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, table, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments

	Autumn -	Autumn		Spring		Summer	
	Summer	1	2	1	2	1	2
EYFS	Working scientifically throughout the year – see enquiry questions for each topic	<p>Begin Seasonal Changes (ongoing every term - changes and weather)</p> <p>Animals, including Humans (Ourselves)</p> <p>Who am I?</p>	<p>Materials (Natural Materials)</p> <p>Which material is best to make a Gingerbread man?</p>	<p>Materials (States of Matter)</p> <p>Where did the snow go?</p>	<p>Light source / Electricity</p> <p>How does my toy move on its own?</p>	<p>Animals, including Humans (Plants – life cycles)</p> <p>Where did the blossom go from our trees?</p>	<p>Animals, including Humans (Minibeasts)</p> <p>How do caterpillars become butterflies?</p>
Year 1	.	<p>Begin Seasonal Changes (ongoing every term - changes and weather)</p> <p>Animals, including Humans (Ourselves / The five senses)</p> <p>What do I know about me?</p>	<p>Everyday Materials (names and properties of simple materials, compare and group everyday materials)</p> <p>What materials would Stickman see around our school?</p>	<p>Plants (names and Structure)</p> <p>What birds and plants would Percy the Park Keeper find in our school grounds?</p>		<p>Animals, including Humans (naming body parts)</p> <p>Why are humans not like tigers?</p>	<p>Seasonal changes (summary of ongoing topic)</p> <p>What changes in the seasons will Percy the Park Keeper see around our school?</p>

Year 2		<div>Keeping Healthy Exercise, eating the right amounts of different food types and hygiene Growth and growing humans</div> <div>How can I grow to be a happy, healthy me?</div>	<div>Materials and their uses (suitability and changing shapes)</div> <div>How can we fix Mrs White’s tent?</div>	<div>*For one year due to Recovery Curriculum</div>	<div>Habitats (suitable habitats/simple food chains)</div> <div>What is it like to live under a rock?</div> <div>What plants need to grow (growing conditions for seeds and bulbs)</div> <div>How does a tiny seed grow into a sunflower?</div>		
Year 3		<div>Rocks and soils (simple properties, fossils, soils)</div> <div>What do rocks tell us about the way the Earth was formed?</div>	<div>Forces and Magnets (friction-how things move on different surfaces/magnets)</div> <div>Can you feel the force?</div>	<div>Animals including humans (skeletons) How can an athlete move so fast?</div>	<div>Plants (functions of parts and life cycles)</div> <div>How did that blossom become an apple?</div>	<div>Light and shadows (dark is the absence of light, shadows)</div> <div>How far can you throw your shadow?</div>	
Year 4		<div>Living things and their habitats (grouping and simple classifying/changes to habitats can pose dangers) What wild things live near us?</div>	<div>Electricity (simple circuit, switches, conductors and insulators)</div> <div>How could we cope without electricity?</div>	<div>Sound (fainter sounds further away, vibrations, pitch and volume)</div> <div>What makes music magnificent?</div>	<div>Animals including humans (teeth, eating and digestion)</div> <div>What happens to the food we eat?</div>	<div>States of matter (solids, liquids, gases, heating and cooling, water cycle)</div> <div>How would you survive without water?</div>	<div>States of matter (solids, liquids, gases, heating and cooling, water cycle)</div> <div>How would you survive without water?</div>
Year 5		<div>Forces: Levers, Pulleys & Gears</div> <div>Can you move it? Do you like to move it, move it?</div>	<div>Forces: Air Resistance & Gravity</div> <div>Can you feel the force?</div>	<div>Earth and Space (other planets)</div> <div>Could you be the next Tim Peake/Helen Sharman?</div>	<div>Properties and changes (more properties including thermal and electrical conductivity , missing and separating,</div>	<div>Animals including humans (changes in humans as the grow)</div> <div>Does all life start as an egg?</div>	<div>Habitats & Living Things What will you look like at 80?</div>

					reversible and irreversible).		
					Could you be the next CSI investigator?		
Year 6		<p>Electricity (what effects bulb brightness, buzzer volume, voltage, symbols)</p> <p>Are you a bright spark?</p>	<p>Light (Travels in straight lines, how we see things)</p> <p>How can you light up your life?</p>	<p>Living Things, Habitats Evolution & Inheritance and Classification</p> <p>Could Spiderman really exist?</p>	<p>Living things and their habitats (classifying including microorganisms)</p> <p>What would a journey through our bodies look like?</p> <p>Why are our bodies change?</p>		

Red – Physics
Green – Biology
Blue - Chemistry