



Science Curriculum Overview

YEAR R

Longitudinal Study – What can we find in our bug hotel?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change	To learn about similarities and difference in relation to places, objects, material and living things. To talk about different environments and how they might vary from one to another. To make observations of animals and explain why some things occur and make changes.	To learn about similarities and difference in relation to places, objects, material and living things. To make observations of animals and plants and explain why some things occur and make changes. To talk about the features of their own immediate environment.	To learn about similarities and difference in relation to places, objects, material and living things. To talk about the features of their own immediate environment.	To talk about the features of their own immediate environment	To learn about similarities and difference in relation to places, objects, material and living things. To talk about different environments and how they might vary from one to another. To make observations of animals and plants explain why some things occur and make changes.

Assessment Outcomes

At the end of Year R children should confidently be able to:

- Make observations about the world they live in
- To understand features of their environment
- To notice patterns and changes

YEAR 1

Longitudinal Study – observe the changes across the four seasons, how day length varies, rain measurement – covered in the first session of each half term

Plants- look at how the appearance of plants change throughout the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study set up- seasonal change	Longitudinal study- seasonal change		Longitudinal study- seasonal change		Longitudinal study- seasonal change
Animals, including humans	Everyday materials	Animals, including humans	Everyday materials	Plants (trees)	Plants (flowers)
Scientific enquiry: Classifying Pattern seeking Comparative/ fair testing	Scientific enquiry: Classifying Comparative/fair testing	Scientific enquiry: Classifying Observing over time Pattern seeking Researching	Scientific enquiry: Classifying	Scientific enquiry: Classifying Observing over time Pattern seeking Researching	Scientific enquiry: Classifying Observing over time Pattern seeking Researching

Assessment outcomes



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At the end of year 1 children should confidently be able to:

- Identify and name the body parts
- Identify and name a variety of materials and their properties
- Identify and name a variety of common animals and those that are carnivores, herbivores and omnivores
- Identify and name a variety of plants and trees
- Describe the structure of plants and trees

YEAR 2

Longitudinal Study – To identify weather patterns related to the seasons- data to be collated at the end of the year to decide which season has the most rainfall.

Plants- Seeds and bulbs need to be planted at different times of the year (bulbs in Autumn and seeds, generally, in Spring)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study set up- habitats and how seasons change them Use of everyday materials	Longitudinal study- habitats and how seasons change them Plants Recap YR1 Planning for growing bulbs outside	Animals, including humans	Longitudinal study- habitats and how seasons change them Living things and their habitats	Plants Planning for growing seeds outside	Longitudinal study- habitats and how seasons change them Skill focussed e.g. enquiry skills
Scientific enquiry: Classifying Fair testing	Scientific enquiry: Classifying Observing over time Pattern seeking Researching	Scientific enquiry: Classifying Observing over time Researching	Scientific enquiry: Classifying Pattern seeking Observing over time	Scientific enquiry: Classifying Observing over time Pattern seeking Researching	Scientific enquiry: Classifying Observing over time Pattern seeking/ asking simple questions Fair testing

Assessment outcomes

At the end of year 2 children should confidently be able to:

- Name of variety of plant and animal habitats and explain how they provide the basic needs for survival
- Identify and compare the suitability of a variety of everyday materials for particular uses
- Describe the basic needs of animals, including humans, for survival
- Describe simple life cycles and food chains
- Describe how plants grown and how they stay healthy