



Science Curriculum Yearly Overview

Intent

At St Mary's Priory Primary School we aim to teach a clear and coherent, rich diverse curriculum. The Science curriculum should build on the children's natural curiosity, foster links with their environment and support their future learning in higher education and future employment.

We believe all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. From EYFS up to KS2 our pupils will build up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Teachers plan and challenge pupils using the National Curriculum objectives, Developing Experts and supporting Science documents including PLAN documents, Scientific Enquiry planning and ASE Science plan examples for each topic. This planning is based on acquiring knowledge, developing science enquiry skills alongside working scientifically skills, having knowledge of the progression throughout the years and the rich vocabulary used to develop concepts and knowledge. We monitor our schools progress in Science by looking for evidence during the lessons through targeted questioning, assessing the learning objectives, and monitoring statements from the National Curriculum. We are able to use this evidence to track progress and target the highest number of children on attaining the expected level or higher.



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>EYFS</p> <p>Nursery</p>	<p>Autumn seasonal walk looking at different seasons</p> <p>Caring for our pets eg rabbits</p> <p>All about us as humans and how to keeping our bodies healthy.</p> <p>Observational drawings of our face</p> <p>Oral hygiene</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Focus on animals</p> <p>Caring for the Goldfish</p> <p>Facts about living things and their habitats animals eg Bears</p> <p>Care for the environment and our garden</p> <p>Light and Shadows through celebrations</p> <p>Diwali and Xmas</p>	<p>Winter seasonal walk looking at different seasons.</p>	<p>Spring seasonal walk looking at different seasons</p> <p>Earth and Space through story books</p>	<p>Go on a grow hunt</p> <p>Look at mini beasts and their habitats with bugs hotel</p> <p>Explore questions of how and why questions. Focus on life cycles of animals.</p> <p>Learning new vocabulary e.g. egg, Chrysalis.</p>	<p>Change of season -weather</p> <p>Working with and observing change with natural materials and with food .</p> <p>Change in human growth Forces</p>



<p style="text-align: center;">Reception</p>	<p>Different Homes and Countries Explore collections of materials with similar and/or different properties.</p>	<p>Environment Explore environments and habitats Light, Shadows, Dark Autumn to Winter changes seasonal walk Focus on animals/caring for animals/pets Living things and their habitats</p>	<p>Changes around us Winter study – Seasonal Change/walk Chinese New Year Lunar New Year, Earth and Space – moon landing (Moon rocks experiment/historical figures Mae Jemison, Neil Armstrong) Contrast environments: <i>How is the moon different from Earth?</i></p>	<p>People who help us Healthy Living How to keeping our bodies healthy. Oral hygiene Forces Spring seasonal walk</p>	<p>The Natural World Growth Planting seeds Growing Plants/Mini-Beast observations/lifecycles- <i>How do living things change over time? (including human lifecycle)</i> Grow Hunt Spring focus Life cycles of animals. Change in human growth</p>	<p>Sea Life Maps Under the sea Reduce, reuse, recycle Marine life Journeys Summer focus - Change of season - weather Working with and observing change with natural materials and with food .</p>
<p style="text-align: center;">Year 1</p>	<p>Seasonal Changes (taught and revisited throughout the year.)</p>	<p>Animals including humans (Parts of the body statements)</p>	<p>Everyday Materials</p>	<p>Animals including humans (animal statements)</p>	<p>Everyday materials</p>	<p>Plants (look at common plants and trees throughout the seasons)</p>



<p>Year 2</p>	<p>Living Things and their Habitats</p>	<p>Use of Everyday Materials (properties and uses of materials statements)</p>	<p>Animals including humans(basic needs and keeping healthy)</p>	<p>Use of Everyday Materials (changes of materials statements)</p>	<p>Animals including Humans (offspring statement) Plants (begin the topic)</p>	<p>Plants</p>
<p>Year 3</p>	<p>Animals Including Humans (nutrition)</p>	<p>Animals Including Humans (skeletons)</p>	<p>Rocks</p>	<p>Plants (Seed dispersal and pollination)</p>	<p>Light (Shadows and reflective materials)</p>	<p>Forces and Magnets</p>
<p>Year 4</p>	<p>Animals Including Humans (digestive system)</p>	<p>Living Things and their Habitats (classifying)</p>	<p>States of Matter (group solids, liquids and gases)</p>	<p>Sound (How are they made?)</p>	<p>Electricity (simple circuits)</p>	<p>Electricity</p>



<p style="text-align: center;">Year 5</p>	<p>Properties of Materials</p>	<p>Changes of Materials</p>	<p>Forces (gravity and resistance)</p>	<p>Earth and Space</p>	<p>Living Things and their Habitats (life cycles and reproduction)</p>	<p>Animals Including Humans (human growth)</p>
<p style="text-align: center;">Year 6</p>	<p>Living Things and their Habitats (classifying animals and humans)</p>	<p>Animals Including Humans (circulatory system)</p>	<p>Electricity (using symbols)</p>	<p>Light (how it travels)</p>	<p>Light and Great Science Share</p>	<p>Evolution and Inheritance (changes over time)</p>



Useful inks:

BBC Bitesize

Primary Science.co.uk

Terrific Scientists

Explorify

Royal Institute of Science lectures