






## Curriculum Overview - Science

Whole School Learning Theme	How does Science affect our everyday lives?					
Curriculum Drivers	Aspiration, Wellbeing, Pride					
Year Group	Autumn		Spring		Summer	
1	Animals inc. humans	Seasonal Changes	Materials <small>COMPARISON TABLE (2 CRITERIA) OBJECT OR MATERIAL</small>	Plants		Extra – linked in
Y1 Long Study	 Seasonal Changes – Photograph one area of school grounds every week and put together and continuous PPT/video to view seasonal changes throughout the year.					
2	Animals inc. humans	Materials <small>COMPARISON TABLE (3 CRITERIA)</small>	Plants (2)	Living Things & Habitats	Animals inc. humans	Materials <small>COMPARISON TABLE (3 CRITERIA)</small>
Y2 Long Study	 Plants – monitor the height of a plant like a sunflower throughout the year					
3	Animals inc. humans	Forces & Magnets <small>WRITTEN REPORT</small>	Rocks <small>WRITTEN REPORT - PERMEABLE COMPARISON TABLE – 3 CRITERIA - TYPES OF ROCK</small>	Plants	Light <small>WRITTEN REPORT</small>	Extra – linked in
Y3 Long Study	Plants – Planting during the start of the year, to harvest in the summer. Requirements for growth etc.					
4	Animals inc. humans (3)	Electricity (5) <small>WRITTEN REPORT</small>	States of Matter <small>Extended for more experiments WRITTEN REPORT COMPARISON TABLE – TIME?</small>	Sound <small>WRITTEN REPORT</small>	Living Things & Habitats (3)	
Y4 Long Study	Habitats – notice threats and changes to habitats. Linking with Y2, maintain and improve local habitats.					



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5	Animals inc. humans	<b>Forces</b> Extended for more experiments WRITTEN REPORT	<b>Materials</b> Extended for more experiments COMPARISON TABLE – TIME TAKEN TO DISSOLVE IN HOT, LUKEWARM AND COLD	Earth & Space	Living Things & Habitats
Y5 Long Study 	Earth & Space – moon study. Track lunar phases throughout the year.				
6	Animals inc. humans	<b>Electricity (3)</b> Extended for more experiments WRITTEN REPORT	<b>Evolution &amp; Inheritance</b> COMPARISON TABLE	<b>Light</b> WRITTEN REPORT	Living Things & Habitats (2)
Y6 Long Study	Living things – track invertebrate population in local area. Does it change? Links with Y4.				
<u>Notes</u> <ul style="list-style-type: none"> <li>- Long term studies: Record with photographs and videos, uploaded to LONG TERM STUDY folder on Seesaw. CH can access and create portfolios/media.</li> <li>- Key scientists to be introduced during discussion lesson.</li> <li>- Science display or working wall/window in every classroom with key vocabulary.</li> <li>- New topic knowledge organisers to be in books to separate topics</li> </ul>					