



Science Yearly Overview – Year R-6

Year Group	Autumn		Spring		Summer	
Reception	<p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Year 1	<p>Seasons - Autumn - signs of Autumn, weather. How will the trees in the local woodland change as it turns to autumn?</p> <p>Animals Inc Humans Identify, name, draw and label the basic parts of the human</p>	<p>Seasons - observing how day time changes</p> <p>Materials Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including</p>	<p>Seasons- Winter - signs of winter and weather.</p> <p>Materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Seasons- Spring</p> <p>Animals Inc Humans Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p>	<p>Seasons- Spring</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Seasons- Summer</p> <p>Plants Parts of a plant. Why do we need trees? Why is it important to plant trees? Trees from the native trust. Plant trees/ wild flowers in the school garden/grounds.</p>

	<p>body and say which part of the body is associated with each sense.</p>	<p>wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p>		<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	
Year 2	<p>Plants</p> <p>Plants around Winsford, what plants would we pass on our river journey?</p> <p>What are the common parts of trees and plants?</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick rock, paper and cardboard for different uses.</p> <p>Identify and discuss the uses of different everyday materials to understand that some materials are used for more than one thing or different materials are used for the same thing.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals including Humans</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Living Things and their Habitats</p> <p>Sort and classify things according to whether they are dead, living or were never alive.</p> <p>Construct simple food chains, including humans.</p> <p>Explore habitats and micro-habitats.</p> <p>Describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>Materials</p> <p>Explore the use of materials for a particular purpose. What were houses made from in 1666 compared to now.</p> <p>What material is suitable for houses to be made out of? Which materials prevent the spread of fires? Why did the fire spread so fast?</p>	<p>Animals including Humans (Growing up)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>

Year 3	<p>Animals including Humans Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Magnets & Forces Compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Rocks and Soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Light Recognise light is needed in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change.</p>	<p>Animals including Humans Identify that animals, including humans, need the right types and amount of nutrition, and that animals cannot make their own food; they get nutrition from what they eat ,</p>
Year 4	<p>Living Things Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recognise that a switch opens and closes a circuit and associate this with whether or not</p>	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at</p>	<p>Living Things cont... Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Animals Including Humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the</p>

		a lamp lights in a simple series circuit. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation.		Construct and interpret a variety of food chains, identifying producers, predators and prey.	object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
Year 5	<p>Forces</p> <ul style="list-style-type: none"> · Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object · Identify the effects of air resistance, water resistance and friction, that act between moving surfaces · Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Earth and Space</p> <ul style="list-style-type: none"> · Describe the movement of the Earth and other planets relative to the sun in the solar system · Describe the movement of the moon relative to the Earth · Describe the sun, Earth and moon as approximately spherical bodies · Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> · Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird · Describe the life process of reproduction in some plants and animals 	<p>Animals inc. Humans</p> <ul style="list-style-type: none"> · Describe the changes as humans develop to old age - Outline the human life cycle 	<p>Properties of Materials</p> <ul style="list-style-type: none"> · Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets · Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>Properties of Materials</p> <ul style="list-style-type: none"> · Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · Demonstrate that dissolving, mixing and changes of state are reversible changes · Explain that some changes result in the formation of new materials, and that this

						<p>kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>
<p>Year 6</p>	<p>Living Things Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Light Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Animals Including Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	