

St Michael in the Hamlet

Science Curriculum Overview – 2024/2025

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn Term** | **Spring Term** | **Summer Term**  |
| **Nursery** | **Talk about own experience of the natural world.** | **Observe and talk about changes to different materials / objects,** e.g. frost melting | **Explore collections of materials with similar or different properties.****Explore how things work.** | **Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment** | **Continue to observe and talk about the natural environment, building a wider vocabulary** | **Explore and talk about pushes, pulls, twists and stretches, changing and moving materials** |
| **Reception** | **Floating and sinking**Which materials make good boats. | **Animals that live in cold places**Comparing Liverpool with cold places |  |  | **Animals and plants in hot places** | **How does our environment change in summer?** |
| **YEAR 1** | **Comparing Materials**Describe simple physical properties, compare and group | **Seasonal Change** (in more depth)How will we observe and describe the weather? What happens to the amount of daylight? | **Animals**Identify and name a variety of common animals, including fish, birds, mammals, reptiles and amphibians. | **Animals including humans**Parts of animals / the human body. The five senses. | **Everyday materials**Identifying common materials. Performing simple tests on different materials | **Plants**Identify and name a variety of common wild and garden plants and trees. The structure of a simple flowering plant. |
| **Year 1** | **Seasonal Change** Observing how weather and daylight change throughout the year. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR 2** | **Animals including Humans**Humans have offspring which grow into adults | **Living things and their habitats** Identify and name a variety of animals and plants in their habitats, including micro-habitats. | **Materials**Everyday materials and the jobs they are used for. Compare suitability of materials | **Changing materials**How can solid objects be changed by squashing, bending, twisting and stretching | **Growing plants**Plants need water, light and a suitable temperature to grow healthily. | **Feeding and exercise**The basic needs of humans and other animals for survival |
| **YEAR 3** | **Forces**Movement on different surfaces**Magnets**Which materials are attracted? How do they interact? | **Light**Light is needed to see. Light sources. How shadows are formed. Best materials for making shadows. | **Rocks**Describe simple physical properties and group rocks. Fossil formation. Soil formation. | **Growing and Moving**The role of the skeleton.Healthy eating for humans and other animals. | **Parts of plants**Roles of different plant parts. Life cycle of a flowering plant.Different methods of seed dispersal | **What plants need**Changing growing conditions and seeing how this affects growth. |
| **YEAR 4** | **Animals including Humans**Parts of the body. The digestive system | **States of matter**Solids, liquids and gases- links with ice | **Sound**Making and changing sounds, vibrations, pitch and volume. | **Living things and their habitats**Environments can change, and this can pose dangers to living things | **Electricity**Mains and batteries. Simple electrical circuits.Links to D&T |
| **YEAR 5** | **Earth and Space**Size, spacing and movement in our solar system | **Separating Mixtures**Sieving, filtering, evaporating, condensing. | **Properties and changes of materials**Sorting and grouping, dissolving and heating | **Forces****Air** resistance slowing movement, parachutes | **Types of change**Reversible and irreversible changes | **Living things and their habitats-** life cycles |
| **Year 6** | **Light and Sight**How light travels. Shadow formation. Reflective clothes | **Classifying Living Things**Major classification kingdoms, sorting micro-organisms, plants and animals | **Evolution and Inheritance**Adaptation and genetics | **Our Bodies**The circulatory system | **Changing circuits**Working with circuit components | **Raising Science Capital**Celebrating our science experiences |