

Curriculum overview

Subject: Science

Curriculum Leader: Kathryn Eversfield

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> - Talking about self - Changing seasons 	<ul style="list-style-type: none"> -Introduce recycling – look at different materials and discuss what they can be used for. -Discuss how we care for the natural world around us. -Comments on the weather around the world. -Make simple comparisons. 	<ul style="list-style-type: none"> - After close observation, draw pictures of the natural world, including animals and plants. -Change in living things - Life cycles - Compare animals - Explore a range of animals. -Learn their names and label their body parts. -Making sense of different environments and habitats. Look at their own environment within this.
Year 1	<p>Prehistoric Predators:</p> <ul style="list-style-type: none"> - Carnivores, herbivores, omnivores <p>Let's Celebrate:</p> <ul style="list-style-type: none"> - Identify, draw and label the parts of the body - Name the body parts associated with each sense <p>Autumn - Record weather</p>	<p>Extreme Explorers:</p> <ul style="list-style-type: none"> - Space 3 weeks - Jungle 3 weeks - Polar Regions 3 weeks - Mammals, reptiles, amphibians, fish, birds - Describe and compare the structure of animals <p>Winter – record weather</p> <p>Spring – record weather</p>	<p>Dungeons and Dragons:</p> <ul style="list-style-type: none"> -Materials – identify and name a variety, purpose, grouping materials according to properties. Knowing what material an object is. -EXPERIMENT <p>Creepy Critters:</p> <ul style="list-style-type: none"> -Naming and labelling the parts of a minibeast -Classifying minibeasts according to their features -Microhabitats -Naming common plants and trees including deciduous and evergreen trees. -Labelling the parts of a plant and talking about what they are for.

		EXPERIMENT - ice	Summer – record weather EXPERIMENT - growing
Year 2	<p>Bright Lights, Big City:</p> <p>Identify and compare the suitability of different materials for building. What materials would work? Why, why not? - GfoL Houses</p> <p>Explore the characteristics of living things, things that have never been alive and things that are dead – London photo/video compare differences</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats – Bug Hotel , forest schools</p>	<p>Aye Aye Captain: The importance of exercise, diet and hygiene for humans to be healthy. – Comparing the food of Pirates to the Royal Navy today.</p> <p>Wow, Pow, Smash and Bang:</p> <p>Observe and describe how seeds and bulbs grow into mature plants – Growing Plants Home Learning/Class investigation</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>‘Rocking all over the world’:</p> <p>Notice that animals, including humans have offspring that grow into adults.</p> <ul style="list-style-type: none"> Find out more about and Identify the basic needs of survival in humans and animals (food, water, air) The importance of exercise, diet and hygiene for humans to be healthy. – project around the world <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other – Madagascar / rainforest habitats – compare</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching – make an animal out of clay</p> <p>Study an animal in depth</p>

