

## Science Overview 2021-22

	Foundation	Year 1	Year 2	Year 3	Year 4
Autumn	<p><b>Material Changes</b></p> <p>Feel and sort objects and begin to identify some basic materials.</p>	<p><b>Seasonal Observations</b></p> <p>Change and weather associated with the Seasons.</p> <p><b>Human Body</b></p> <p>Identify parts of their bodies and compare them with other animals.</p>	<p><b>Animals – Life Processes</b></p> <p>Notice that animals have offspring and describe Life Cycles.</p> <p>Describe the basic needs of animals for survival.</p>	<p><b>Light</b></p> <p>Understand how shadows are formed.</p> <p>Notice patterns in the changing shape of shadows.</p>	<p><b>Sound</b></p> <p>Associate sound with something vibrating and describe how the vibration travels to the ear.</p> <p>Find patterns between pitch or volume and the object that made the sound.</p> <p>Recognise that sound gets fainter the further it travels from its source.</p>
Autumn	<p><b>Seasonal Observations</b></p> <p>Noticing changes to their physical environment in each season.</p>	<p><b>Senses</b></p> <p>Identify parts of the body associated with the 5 senses and investigate how we use our senses.</p>	<p><b>Animals</b></p> <p>Describe the importance for humans for exercise, eating the right amount and different types of food, and hygiene.</p>	<p><b>Rocks</b></p> <p>Compare and group different types of rocks on their appearance and physical properties.</p> <p>Describe in simple terms how fossils are formed.</p>	<p><b>Electricity</b></p> <p>Identify appliances that use electricity.</p> <p>Construct simple series circuits and name the basic parts.</p> <p>Recognise common conductors and insulators.</p>
Spring	<p><b>Animals</b></p> <p>Life cycles &amp; babies.</p> <p>Name and sort animals from around the world.</p> <p>Identify and name different parts of animals.</p>	<p><b>Identifying Materials</b></p> <p>Distinguish an object from the material it is made from.</p> <p>Name a range of basic materials.</p>	<p><b>Materials</b></p> <p>Compare the suitability of materials for particular uses.</p> <p>Find out how the shapes of solid objects can be changed by bending, squashing, twisting or stretching.</p>	<p><b>Forces</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that forces need contact between 2 objects, except magnetic force.</p>	<p><b>States of Matter</b></p> <p>Compare and group materials based on whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled.</p>

	Foundation	Year 1	Year 2	Year 3	Year 4
Spring 2	<b>Minibeasts</b> Life cycles. Minibeast hunting and identifying. Naming insect body parts	<b>Properties of Materials</b> Describe simple physical properties of materials. Compare and group materials based on their properties.	<b>Plant Growth</b> Describe how seeds and bulbs grow into mature plants. Identify the requirements of plants for healthy growth.	<b>Magnets</b> Notice that magnets attract & repel, and which materials are attracted to magnets. Describe magnets as having 2 poles and predict whether they will repel or attract.	<b>States of Matter</b> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Summer 1	<b>Plant Growth</b> Plant seeds and look after plants around the school. Notice plant growth and begin to name some of the plants and trees.	<b>Plants and Growth</b> Identify and name common wild and garden plants, including trees. Describe the basic structure of plants, including trees.	<b>Living things and Habitats</b> Identify different types of habitats and describe how animals are suited to the habitat in which they live.	<b>Skeletons</b> Identify that humans and other animals have skeletons and muscles for support, movement and protection. Compare the skeletons and structures of different animals.	<b>Digestion and Teeth</b> Describe the simple functions of the parts of the digestive system. Identify different types of teeth in humans. Construct & interpret food chains identifying producers, predators & prey.
Summer 2	<b>Forces</b> Pushes and Pulls using toys, bikes and scooters. Investigate 'what goes up, must come down'	<b>Animal Classification</b> Group animals as fish, birds, mammal, amphibians or reptiles. Identify a variety of carnivores, herbivores and omnivores.	<b>Living things and Habitats</b> Describe how animals obtain their food from plants and other animals, and investigate simple food chains.	<b>Plants</b> Describe the functions of the parts of plants. Describe the part the flower plays in pollination, seed formation & dispersal	<b>Living things and Habitats</b> Group animals in vertebrate and invertebrate groups. Use classification keys to identify living things in their local and wider environments.