WHOLE SCHOOL SCIENCE OVERVIEW (2023-2024)
ST CHAD'S CATHOLIC PRIMARY SCHOOL

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3/4 CYCLE A	YEAR 3/4 CYCLE B	YEAR 5	YEAR 6
AUTUMN 1	**Colours** **Expressive Arts & Design (creating with materials)** *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design & texture.*		**Paws & Claws** **Animals, including humans** *Identify and name a variety of common animals, describe and compare structure of common animals label basic parts of a human body.*	**Animals, including humans** *Animals have offspring which grow into adults, basic needs of animals for survival, importance of exercise.*	**Food and Digestion** **Animals, including humans (Y4)** *Teeth, digestive system in humans, food chains, producers and consumers.*	**Rocks (Y3)** *Compare and group different rocks based on properties, describe how fossils are formed, soils are made from organic matter.*	**Forces** *Explain that unsupported objects fall because of gravity, identify the effects of air resistance, water resistance and friction, and recognise that some mechanisms allow a smaller force to have a greater effect.*	**Evolution and inheritance** *Fossils, offspring and how animals/plants are adapted to suit their environment and how this many lead to evolution.*
AUTUMN 2		**The Land That Time Forgot** **Understanding the World (Natural World)** *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.*	**Everyday Materials** *Distinguish between an object and the material from which it's made, name everyday materials describe simple physical properties.*		**Living things and their habitats (Y4)** *Recognise that living things can be grouped in different ways, explore and use classification keys, recognise that changing environments pose dangers to living things.*	**The Circle Of Life** **Animals, incl humans (Y3)** *Identify that animals need the right types/amount of nutrition, and that they get nutrition from what they eat. Identify that animals have skeletons and muscles for support, protection and movement.*	**Stargazers** **Earth & Space** *Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.*	**Electricity** *Voltage cells in a circuit, give reasons for variations in how components function, recognise symbols in a simple circuit diagram.*
SPRING 1	**Understanding the World (Natural World)** Farm in a Box			**Uses of everyday materials** *Identify and compare the suitability of everyday materials.*	**States of Matter (Y4)** *Compare and group materials, observe change of stated when heated and cooled, evaporation, condensation and water cycle.*		**Living Things and Their Habitats** *Describe the differences in the life cycles of different animals, describe the life process of reproduction.*	**Blood Heart** **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.*
SPRING 2	**Growing** **Understanding the World (Natural World)** *Explore the natural world around them, making observations and drawing pictures of animals and plants (*watching caterpillars turn into butterflies, growing produce in garden)	**Growing** **Understanding the World (Natural World)** *Explore the natural world around them, making observations and drawing pictures of animals and plants*	**Once Upon A Season** **Seasonal Changes** *Observe and describe weather associated with the seasons and how day length varies.*		**Sound (Y4)** *How sounds are made, how humans hear, patterns between pitch and volume, recognise that sounds get fainters as distance increases*	**Light (Y3)** *Light is reflected from surfaces, how shadows are formed, patterns in the ways the size of a shadow changes*	**Animals, including humans** *Describe the changes as humans develop to old age.*	**Light** *Explain how objects are seen (light travels in straight lines, light travels from light sources, shadows).*
SUMMER 1	**Mini Beasts** **Understanding the World (Natural World)** *Know similarities/diffs. between the natural world and contrasting environments, drawing on experiences and what has been read in class* (farm in a box resources , farm trip Life Cycles of Butterfly/Frog)		**Plants** *Identify and name a variety of common wild and garden plants, describe the basic structure of flowering plants.*	**Scented Garden** **Plants** *Observe and describe how seeds and bulbs grow into mature plants.*	**Bulbs, Buzzers and Batteries** **Electricity (Y4)** *Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.*	**Forces and magnets (Y3)** *Compare how things move across surfaces, magnetic forces act at a distance, observe how magnets attract and reper, compare and group everyday materials based on magnetic properties.*		
SUMMER 2	**Farm and Food** **Personal, Social and Emotional Development (Managing Self)** *Understanding the importance of healthy food choices* **Understanding the World (People, Culture & Communities)** Learning about our farmers	**Under the Sea** **Understanding the World (Natural World)** *Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.*		**Living things and their habitats** *Compare differences between things that a living, dead and never been alive, how habitats are best suited to different living things, simple food chains.*		**Roots and Shoots** **Plants (Y3)** *Functions of parts of a flowering plant, requirements of plants for life and growth, investigate how water is transported, life cycle.*	**Mad About Materials** ***Properties and changes of materials*** *Compare and group everyday materials, dissolving, reversible and irreversible changes, comparative and fair tests.*	**Living things and their habitats** *Describe how living things are classified according to common observable characteristics, give reasons for classifying plants and animals.*