

## Science Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – Nursery	<p><b>Topic: Autumn</b></p> <p>Science: Seasons</p>	<p><b>Bears</b></p> <p>Hibernation/changes/ Winter/day and night</p>	<p><b>Under the Sea</b></p> <p>Habitats/seasonal change</p>	<p><b>Once upon a time.....</b></p> <p>Growing Spring</p>	<p><b>Bugs</b></p> <p>Features of insects. Importance of insects. Plants Observing caterpillars turning into butterflies</p>	<p><b>Woods</b></p> <p>Seasonal change Looking after our environment</p>
EYFS Reception – links with science	<p><b>The Everywhere bear</b></p> <p><b>Understanding the world:</b></p> <p>Seasons song, Exploring nature in the outside area. Looking at different bears</p>	<p><b>Billy goats Gruff</b></p> <p><b>Blue Penguin</b></p> <p><b>Understanding the world:</b></p> <p>To explore features of the natural world E.g. ice, the Antarctica To explore different weather conditions</p>	<p><b>Our very own dog</b></p> <p><b>Stanley's Stick</b></p> <p><b>Understanding the world:</b></p> <p>Exploring different animals- pets and different animal habitats  Seasonal changes in the weather- what should we wear in spring time?</p>	<p><b>Wild</b></p> <p><b>A Brave Bear</b></p> <p><b>Understanding the world:</b></p> <p>Compare to other environments e.g. compare where we live to woodland habitats Explore the natural world around us –<b>Edible garden</b>  To understand seasonal changes- The Brave bear was very hot. Talk about seasonal clothing  Compare a hot and cold climates- explore animals that live in hot and cold climates  Find out some bear facts</p>	<p><b>Little Red Riding Hood</b></p> <p><b>Anna Hibiscus' Song</b></p> <p><b>Understanding the world:</b></p> <p>Think about seasonal changes- spring through to summer  Explore the natural world- sketches  Think about some natural processes-  Changing states of matter- boiling yam</p>	<p><b>Ruby's Worry</b></p> <p><b>No Dinner</b></p> <p><b>Understanding the world:</b></p>

Year 1	<b>Field to Fork</b> Seasonal Changes Materials, animals and humans, plants, light, sound <b>Going to catch a piggy-wig</b> <u>Working Scientifically</u> Observing and measuring	<b>Autumn</b> Seasonal Changes Materials, animals and humans, plants, light, sound <b>Fletcher and the falling leaves</b> <b>Going on a leaf hunt</b> <u>Working Scientifically</u> Observing and measuring	<b>Extreme Weather</b> Seasonal Changes Materials, animals and humans, plants, light, sound <b>The Storm Whale In Winter</b> <u>Working Scientifically</u> Ask questions	<b>Post a Pringle</b> Seasonal Changes Materials, animals and humans, plants, light, sound <u>Working Scientifically</u> Make Predictions	<b>Animal Antics</b> Seasonal Changes Materials, animals and humans, plants, light, sound <u>Working Scientifically</u> Observing and measuring	<b>Summer</b> Seasonal Changes Materials, animals and humans, plants, light, sound <u>Working Scientifically</u> Interpreting and communicating data - conclusions
Year 2	Living things and their habitats <b>Mummy can I have a penguin?</b> <u>Working Scientifically</u> Recording Data	Uses of Everyday Materials <b>The Fairy Godmother's Day Off</b> <u>Working Scientifically</u> Presenting results – Presenting Data/findings	Uses of Everyday Materials <u>Working Scientifically</u> Ask Questions	Animals including humans <u>Working Scientifically</u> Interpreting and communicating data - conclusions	Plants <u>Working Scientifically</u> Observing and measuring	Edible Playground <u>Working Scientifically</u> Making predictions
Year 3	Plants <b>The Tiny Seed</b> <u>Working Scientifically</u>	Light <u>Working Scientifically</u> Recording data	Forces and Magnets <b>The Magic stone Skill</b>	<b>Microscopy</b> <u>Working Scientifically</u> Measuring accurately - Observing Closely	Animals including humans <b>Uncle Jack</b> <u>Working Scientifically</u>	Rocks <b>The Fossil Woman</b> <u>Working Scientifically</u>

	Observing and measuring  Making a prediction	Forces and Magnets  <u>Working Scientifically</u> Recording data	<u>Working Scientifically</u> Setting up tests		Ask questions	Interpreting and communicating data – conclusions.
Year 4	Living things and their habitats  <u>Working Scientifically</u> Recording data	Electricity <b>The Lighthouse Keepers Son</b>  <u>Working Scientifically</u> Setting up tests and interpreting and communicating data - conclusions	States of Matter <b>The Children of the Water God</b>  <u>Working Scientifically</u> Developing questions.	States of Matter  <u>Working Scientifically</u> Observing and measuring	Sound <b>The Bat Who Learned to Click</b>  <u>Working Scientifically</u> Evaluating	Animals including humans <b>The Smiling Princess</b>  <u>Working Scientifically</u> Interpreting and communicating data - conclusions
Year 5	Properties and changes of materials 1 – <b>Death of a pancake</b>  <u>Working Scientifically</u> Evaluating	Properties and changes of materials 2 – <b>Nimblefingers</b>  <u>Working Scientifically</u> Making predictions	Earth and Space  <u>Working Scientifically</u> Recording data	Forces  <u>Working Scientifically</u> Setting up tests	Living things and their habitats  <u>Working Scientifically</u> Ask Questions	Animals including humans <b>and vaccination lessons</b>  <u>Working Scientifically</u> Recording data
Year 6	Evolution and Inheritance  <u>Working Scientifically</u> Making Predictions	Electricity  <u>Working Scientifically</u> Setting up tests	Animals including humans  <u>Working Scientifically</u> Interpreting and communicating data.	Light <b>The Torch</b>  <u>Working Scientifically</u> Ask questions	Living things and their habitats  <u>Working Scientifically</u> Recording data	Science consolidation <b>Apollo 13</b>  <u>Working Scientifically</u> Evaluating