



## Science Curriculum Overview 2023-2024

### YEAR R

#### Longitudinal Study – What can we find in our bug hotel?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change	To learn about similarities and difference in relation to places, objects, material and living things. To talk about different environments and how they might vary from one to another. To make observations of animals and explain why some things occur and make changes.	To learn about similarities and difference in relation to places, objects, material and living things. To make observations of animals and plants and explain why some things occur and make changes. To talk about the features of their own immediate environment.	To learn about similarities and difference in relation to places, objects, material and living things. To talk about the features of their own immediate environment.	To talk about the features of their own immediate environment	To learn about similarities and difference in relation to places, objects, material and living things. To talk about different environments and how they might vary from one to another. To make observations of animals and plants explain why some things occur and make changes.

#### Assessment Outcomes

At the end of Year R children should confidently be able to:

- Make observations about the world they live in
- To understand features of their environment
- To notice patterns and changes

### YEAR 1

**Longitudinal Study** – observe the changes across the four seasons, how day length varies, rain measurement – covered in the first session of each half term

**Plants**- look at how the appearance of plants change throughout the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study set up- seasonal change	Longitudinal study- seasonal change		Longitudinal study- seasonal change		Longitudinal study- seasonal change
<b>Animals, including humans</b>	<b>Everyday materials</b>	<b>Animals, including humans</b>	<b>Everyday materials</b>	<b>Plants</b>	<b>Scientists and inventors</b>
<b>Scientific enquiry:</b> Classifying Pattern seeking Comparative/ fair testing	<b>Scientific enquiry:</b> Classifying Comparative/fair testing	<b>Scientific enquiry:</b> Classifying Observing over time Pattern seeking Researching	<b>Scientific enquiry:</b> Classifying	<b>Scientific enquiry:</b> Classifying Observing over time Pattern seeking Researching	<b>Scientific enquiry:</b> Researching

#### Assessment outcomes



## Science Curriculum Overview 2023-2024

At the end of year 1 children should confidently be able to:

- Identify and name the body parts
- Identify and name a variety of materials and their properties
- Identify and name a variety of common animals and those that are carnivores, herbivores and omnivores
- Identify and name a variety of plants and trees
- Describe the structure of plants and trees

### YEAR 2

**Longitudinal Study** – habitats and how the seasons affect them – covered in the first session of each half term

**Plants-** Seeds and bulbs need to be planted at different times of the year (bulbs in Autumn and seeds, generally, in Spring)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study set up- habitats and how seasons change them  <p style="text-align: center;"><b>Plants</b></p> Planning for growing bulbs and seeds outside  <p style="text-align: center;"><b>Living things and their habitats</b></p>	Longitudinal study- habitats and how seasons change them  <p style="text-align: center;"><b>Use of everyday materials</b></p>	          <p style="text-align: center;"><b>Animals, including humans</b></p>	Longitudinal study- habitats and how seasons change them  <p style="text-align: center;"><b>Living things and their habitats</b></p>	          <p style="text-align: center;"><b>Plants</b></p>	Longitudinal study- habitats and how seasons change them  <p style="text-align: center;"><b>Pushes and pulls</b></p>
<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Observing over time</p>	<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Fair testing</p>	<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Observing over time Researching</p>	<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Pattern seeking</p>	<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Observing over time Pattern seeking Researching</p>	<p style="text-align: center;"><b>Scientific enquiry:</b> Classifying Observing over time Pattern seeking/ asking simple questions Fair testing</p>

### Assessment outcomes

At the end of year 2 children should confidently be able to:

- Name of variety of plant and animal habitats and explain how they provide the basic needs for survival
- Identify and compare the suitability of a variety of everyday materials for particular uses
- Describe the basic needs of animals, including humans, for survival
- Describe simple life cycles and food chains
- Describe how plants grown and how they stay healthy