



Curriculum overview and skills progress

<u>Year Group</u>		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reception</b>	<b>Area of study</b>	Animals all around us	Celebrations	Where in the world	Traditional Tales	Ready, Steady, Grow	Topic chosen by the children
	<b>Key questions</b>	What can you see?- Autumn What part of my body am I using? - senses Who am I? - spiders, fish, farm animals		What country do you come from? - animals around the world. What will happen to this ice? How do I know when it is night/day time?		What is the name of this part of my body? How does a tadpole turn into a frog? How does a tiny egg turn into a caterpillar? What are the different parts of a plant called? What can I do now, that I couldn't do as a baby?	
	<b>National curriculum statements</b>	Understand the effect of the changing seasons on the natural world around them.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.		Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.		Explore the natural world around them.  Describe what they see, hear and feel whilst outside.	
	<b>Key skills</b>	Observation  Identification		Simple comparative tests  Identification  Observation  Research  Comparison.		Identification  Observation  Research  Comparison	



	Area of study	Animals, including humans	Seasonal Changes	Everyday Materials/Seasonal Changes	Animals, including humans/Seasonal changes	Plants	Animals, including humans/Seasonal Changes
Year 1	<b>Key questions</b>	Am I a tortoise? (link Power of Reading) What makes me a human? What happens to my body after exercise? Is my hand-span the same length as my foot? Is the oldest child in the class always the tallest?	How do I know it is Autumn?  How much rain has fallen in a week? - rain gauge.	How do I know it is Winter? What is my toy made from? Can I make a house to stop the wolf from getting in? Why do we use different materials? Which material would be best for a raincoat for teddy?	How do I know it is Spring? Is my hand and eye the same as my friend? What senses have I used today? What do some animals have that I don't? Can you guess the animal?	What makes me a flowering plant? What wild flowering plants do you know? What garden flowering plants do you know? What makes me a tree? What makes me a deciduous/evergreen tree?	How do I know it is Summer?  Which group do I belong?  What makes us the same and different?  Why does this animal make a good pet?  Would I like to eat you?  How do I know what season it is?
	<b>National curriculum statements</b>	Identify, name, draw and label the basic parts of the human body	Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets)
	<b>Key skills</b>	Observation and comparison.  Comparative and fair testing.	Observation and comparison  Recording and gathering data  Analysing data.	Observation and comparison  Comparative and fair testing.  Research using secondary sources.	Observation and comparison.  Identifying, classifying and grouping.  Research using secondary sources.	Observation, comparison, identification and classification.	Observation and comparison.  Identifying, classifying and grouping.  Research using secondary sources
Year 2	Area of study	Living things and their habitats	Living things and their habitats	Uses of Everyday Materials	Uses of Everyday Materials	Plants	Animals, including humans



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	<p><b><u>Key questions</u></b></p> <p>How can we tell if something is living dead, or has never lived?          What do living things need to stay alive?          What habitats are there in the UK?          Where do _____ live? (focus on different insects)</p>	<p>Why can't all living things live in the same habitat?          Could polar bears live in the rainforest?          What would happen if there were no oak trees?          What do _____ eat? (focus on different animals and what they eat)</p>	<p>Can the same material be used for different uses?          Why is ___ made from ___?          Are bricks absorbent?          Who is Charles Macintosh?</p>	<p>Can all materials change shape?          Resist the wax! (Art Link)</p>	<p>What does a plant need to grow and stay healthy?          How do seeds and bulbs grow into mature plants?</p>	<p>How do animals and humans change through their life?          What do animals and humans need to survive?          Do you eat healthily?          Why is exercise important?</p>	
	<p><b><u>National curriculum statements</u></b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.          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.          Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<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.          Identify and name a variety of plants and animals in their habitats, including microhabitats          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>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.          Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.          Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)          Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
	<p><b><u>Key skills</u></b></p> <p>Identifying, classifying and grouping          Asking simple questions,          Research</p>	<p>Identifying and classifying          Research          Pattern seeking</p>	<p>Identifying and classifying          Research          Comparative and fair testing          Asking simple questions and recognise they can be answered in different ways.</p>	<p>Identifying and classifying          Research          Comparative and fair testing</p>	<p>Research          Comparative and fair testing          Observing closely changes over time.          Gathering and recording data</p>	<p>Identifying, classifying and grouping          Pattern seeking          Research          Asking simple questions          Gathering and recording data.</p>	



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					Asking simple questions and recognise they can be answered in different ways. Pattern Seeking		Observation
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