

Long-term Science overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understanding the World					
	<p>Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>					
	<p>To begin to talk about what they see using some new vocabulary</p> <p>To be able to verbally name and talk about their body parts and what the function is of each part</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from</p>	<p>To begin to talk about what they see using some new vocabulary</p> <p>To use their senses to explore natural materials</p> <p>To explore how things work</p> <p>To talk about materials with similar and/or different properties</p> <p>To know how to describe a variety of materials and objects</p>	<p>To begin to talk about what they see using some new vocabulary</p> <p>To use senses to explore the world around them</p> <p>To explore how things work</p> <p>To talk about what they see using a wider range of vocabulary</p>	<p>To begin to talk about what they see using some new vocabulary</p> <p>To use senses to explore the world around them</p> <p>To talk about plants</p> <p>Talk about the life cycle of a plant</p>	<p>Plant their own seeds and check how tall the plants grow</p> <p>Talk about the life cycle of a plant and animals</p> <p>To know that every living being has a life cycle and they change in shape and size as they grow</p> <p>To know that living beings follow a similar growth pattern and make comparisons</p>	<p>Make comparisons between habitats of farm animals and wild animals</p> <p>To know the difference between farm animals and wild animals</p> <p>To explore materials which will float and which will sink</p> <p>To know how to test whether materials will float or sink</p>
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Understanding the World						
Reception	<p>Describe what they see, hear, feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
	<p>To talk about the changes they observe in their environment</p> <p>To know the names of different body parts</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>To know that some animals are nocturnal</p> <p>To be able to differentiate between nocturnal and diurnal animals</p> <p>Talk about what they see, using a wide vocabulary</p> <p>To try and understand that things change over time</p> <p>To use their senses to explore natural materials</p> <p>To talk about materials with similar and/or different properties</p> <p>To explore how things work</p>	<p>To know that dinosaurs no longer exist</p> <p>To know that dinosaurs were alive before humans</p> <p>To know about the life of Mary Anning</p> <p>To know how dinosaurs became extinct.</p>	<p>I can talk about features of my own immediate environment and how environments may vary from one another</p> <p>I can make observations and express views about the environment</p>	<p>To identify and sort healthy/unhealthy foods</p> <p>To know the names of common fruits and vegetables.</p> <p>Talk about the life cycle of plants and animals and what they need to survive</p> <p>Exploring a range of habitats, looking at why the animal lives like that</p>	<p>To select appropriate materials according to their properties</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments</p>
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	<p>Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 					
<p>Year 1 White Rose Science</p>	<p>Animals including humans The Human Body Step 1 Name and identify parts of the human body Step 2 Draw and label parts of the human body Step 3 Sight Step 4 Sound Step 5 Taste Step 6 Touch Step 7 Smell</p>	<p>Seasonal Change Autumn Step 1 Changes in autumn Step 2 Collect and record data</p> <p>Materials Step 1 Explore materials - wood, plastic, glass and metal Step 2 Explore materials - rock Step 3 Objects and materials Step 4 Melt and freeze Step 5 Float or sink? Step 6 Does it absorb water? Step 7 Investigate materials</p> <p>Seasonal Change Winter Step 1 Changes in winter Step 2 Collect and record data</p>	<p>Planting A Plant Winter</p> <p>Animals Step 1 Mammals Step 2 Birds Step 3 Fish Step 4 Amphibians Step 5 Reptiles Step 6 Compare and group animals Step 7 Carnivores Step 8 Herbivores Step 9 Omnivores</p>	<p>Caring for the planet Step 1 Why is it important to care for our planet? Step 2 How can we care for our planet?</p> <p>Seasonal Change Spring Step 1 Changes in spring Step 2 Gather and record data</p> <p>Planting B Step 1 Observe changes Step 2 Plant B</p>	<p>Plants Step 1 Plant parts Step 2 Tree parts Step 3 Wildflowers and garden plants Step 4 Plants in my local area Step 5 Deciduous trees Step 6 Evergreen trees Step 7 Trees in my local area</p> <p>Planting C Step 1 Observe changes Step 2 Plant - summer</p>	<p>Growing and Cooking Step 1 Where does my food come from? Step 2 What have I planted and grown this year? Step 3 Can I cook with what I have grown?</p> <p>Seasonal Change Summer Step 1 Changes in summer Step 2 Gather and record data Step 3 What are the main changes in each season?</p>

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Year 2 White Rose Science	<p>Use of Everyday Materials Step 1 Explore materials Step 2 Wood, paper and cardboard Step 3 Brick and rock Step 4 Glass and plastic Step 5 Metal Step 6 Fabrics Step 7 Same object, different material Step 8 Test materials - bend, squash, twist and stretch Step 9 Plan - waterproof experiment Step 10 Investigate - waterproof experiment</p> <p>Plastic Step 1 How is plastic helpful and harmful? Step 2 How can we reduce our plastic waste in school?</p>	<p>Seasonal Change Autumn</p> <p>Animals' needs for survival Step 1 Mammals Step 2 Birds Step 3 Fish Step 4 Amphibians Step 5 Reptiles Step 6 Humans</p> <p>Humans Step 1 Exercise Step 2 Food Step 3 Hygiene Step 4 Teeth</p>	<p>Seasonal Change Winter</p> <p>Plants (Light and Dark) Step 1 Explore plants Step 2 Plant parts Step 3 What do plants need to grow? Step 4 Plan - light and dark Step 5 Plant - light and dark</p> <p>Seasonal Change Spring</p>	<p>Living things and their habitats Step 1 Habitats in my local area Step 2 Polar habitats Step 3 Desert habitats Step 4 Ocean habitats Step 5 Forest habitats Step 6 Microhabitats Step 7 Habitats and diet Step 8 Food chains Step 9 Living, dead or never alive? Light and Dark Step 1 Findings - light and dark</p>	<p>Plants (Bulbs and Seeds) Step 1 Bulb or seed? Step 2 What do plants need to grow? Step 3 Plan - bulbs and seeds Step 4 Plant - bulbs and seeds</p> <p>Growing up Step 1 Mother and offspring Step 2 Life cycle of humans Step 3 Life cycles of different mammals Step 4 Life cycle of amphibians Step 5 Life cycle of a butterfly Step 6 Are there patterns between the life cycles of different animals?</p>	<p>Plants (Bulbs and Seeds) Step 1 Findings - bulbs and seeds Growing up Step 1 Butterfly diary Wildlife Step 1 What does wildlife do for us? Step 2 What can we do for wildlife? Seasonal Change Summer</p>

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