St. Gabriel's CE Primary School

Science Yearly Overview 2023-24
National Curriculum Objectives and Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims: The national curriculum for science aims to ensure that all pupils: • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future						
Year R	**To be covered by the end of reception:** **Animals including humans** To explore the natural world around him/her, making observations and drawing pictures of animals and plants (Understanding the World) **Living things and their habitats** To know some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (Understanding the World) To recognise some environments that are different to the one in which he/she lives. (Understanding the World) **Plants** To explore the natural world around him/her, making observations and drawing pictures of animals and plants (Understanding the World) **Materials** To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive Arts and design) **Seasonal Changes** To understand the effect of changing seasons on the natural world around him/her. To understand some important processes and changes in the natural world around him/her, including the seasons and changing states of matter **Working scientifically** To explore the natural world around him/her (Understanding the World) To describe what he/she can see, hear and feel whilst outside (Understanding the World) To learn new vocabulary. (Communication and language) To engage in non-fiction books. (Communication and language) To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (Communication and language) To listen attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (Communication and language) To make comments about what he/she has heard and asks questions to clarify his/her understanding (Communication and language) To ask questions to find out more and to check he/she understands what has been said to him/her. (Communication and language) To use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. (Communication and language)					

Year 1	**Autumn 1** **Who am I?**	**Autumn 2** **Polar adventures**	**Spring 1** **Treasure Island**	**Spring 2** **Celebrations**	**Summer 1** **How does your garden grow?**	**Summer 2** **Holiday**
	FAMOUS SCIENTIST: Leonardo Da Vinci **Animals including humans:**	**Animals including humans:**	***FAMOUS SCIENTIST:***	**Everyday materials**	**Plants**	***FAMOUS SCIENTIST: Jacques Cousteau***

	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) **Working scientifically:** To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions	To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores. To describe and compare different common animals. **Everyday materials** To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, and flexible. To compare and group materials that are transparent, translucent, opaque, waterproof, and flexible. **Seasonal Changes** To observe changes across the 4 seasons To observe and describe weather	***Charles Macintosh*** **Plants** To identify and name a variety of plants. **Animals including humans:** To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a fish with humans and some other animals. **Everyday materials** To describe the simple physical properties of a variety of everyday materials **Seasonal Changes** To observe changes across the 4 seasons To observe and describe weather associated with the	To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. **Plants** To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. **Working scientifically:** To observe closely, using simple equipment To identify and classify	To identify and name a variety of plants. To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees **Seasonal Changes** To observe changes across the 4 seasons To observe and describe weather associated with the seasons and how day length varies **Working Scientifically:** To ask simple questions and recognise that they can be answered in different ways To perform simple tests	**Animals including humans** To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To describe and compare the structure of a fish with humans and some other animals. **Everyday materials** Distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. **Working Scientifically:** To ask simple questions and recognise that they can be answered in different ways To gather and record data to help in answering questions

		associated with the seasons and how day length varies **Working scientifically:** To identify and classify To gather and record data to help in answering questions	seasons and how day length varies **Working Scientifically:** To perform simple tests To use their observations and ideas to suggest answers to questions			
Working scientifically • asking simple questions and recognising that they can be answered in different ways • 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						

Year 2	**Autumn 1** **Material monster**	**Autumn 2** **Healthy me**	**Spring 1** **Move it**	**Spring 2** **Mini worlds**	**Summer 1** **Young gardeners**	**Summer 2** **Little Masterchefs**
	Famous Scientist: George De Mestral **Uses of everyday materials** To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	**Animals including humans** To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. To notice that animals, including humans, have offspring which grow into adults	**Uses of everyday materials** To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working Scientifically:** To ask simple questions and recognise that they can be answered in different ways	***Famous Scientist: Antonie Van Leeuwenhoek*** **Living things and their habitats** To explore and compare the differences between things that are living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different	***Famous Scientist: Beatrix Potter*** **Plants** To identify and name a variety of plants. To observe and describe how seeds grow into mature plants. To find out and describe how plants need water, light and a suitable	**Animals including humans** To find out about and describe the basic needs of humans, for survival (water, food and air). To describe the importance for humans of eating the right amounts of different types of food, and hygiene. **Plants** To observe and describe how seeds and bulbs grow into mature plants.

	To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working Scientifically:** To perform simple tests To identify and classify	**Working scientifically:** To observe closely, using simple equipment To perform simple tests To identify and classify To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions	To identify and classify To gather and record data to help in answering questions	habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other To identify and name a variety of plants and animals in their habitats, including microhabitats To 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 **Animals, including humans** To notice that animals, including humans, have offspring which grow into adults **Working Scientifically:** To identify and classify To observe closely, using simple equipment	temperature to grow and stay healthy. **Uses of everyday materials** To identify and compare the suitability of a variety of everyday materials, including word, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Working Scientifically:** To ask simple questions and recognise that they can be answered in different ways To gather and record data to help in answering questions To identify and classify To ask simple questions and recognise that they can be answered in different ways	**Uses of everyday materials** To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. **Working Scientifically:** To perform simple tests To ask simple questions and recognise that they can be answered in different ways

Working scientifically

- 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

Year 3	**Autumn 1**	**Autumn 2** **We are Astronauts**	**Spring 1** **Opposites attract**	**Spring 2** **Earth Rocks**	**Summer 1** **Mirror, Mirror**	**Summer 2**

	Food and our bodies					**How does your garden grow?**
	Animals including humans To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Light** To recognise that light from the sun can be dangerous and that there are ways to protect their eyes **Working scientifically** To gather, record, classify and present data in a variety of ways to help in answering questions To make systematic and careful observations and, where appropriate, taking accurate	***FAMOUS SCIENTIST: Katherine Johnson*** **Working scientifically** To ask relevant questions and using different types of scientific enquiries to answer them To gather, record, classify and present data in a variety of ways to help in answering questions To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions To use straightforward scientific evidence to answer questions or to support their findings.	***FAMOUS SCIENTIST: Roald Amundsen*** **Forces and magnets** To compare how things move on different surfaces To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials To describe magnets as having 2 poles To predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Working scientifically** To ask relevant questions and use different types of	***FAMOUS SCIENTIST: Mary Anning*** **Rocks** To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter **Working scientifically** To set up simple practical enquiries, comparative and fair tests To gather, record, classify and present data in a variety of ways to help in answering questions To ask relevant questions and using different types of scientific enquiries to answer them To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	**Light** To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that shadows are formed when the light from a light source is blocked by an opaque object To find patterns in the way that the size of shadows change **Working scientifically** To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To set up simple practical enquiries, comparative and fair tests To use straightforward scientific evidence to answer questions or to support their findings.	**Plants** To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Working scientifically** To set up simple practical enquiries, comparative and fair test. To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

	measurements using standard units, using a range of equipment, including thermometers and data loggers To use straightforward scientific evidence to answer questions or to support their findings.		scientific enquiry to answer them. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			

Working scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings.

Year 4	**Autumn 1** **Power it up!**	**Autumn 2** **Brilliant bubbles**	**Spring 1** **What's that sound?**	**Spring 2** **Looking at states**	**Summer 1** **Living things**	**Summer 2** **Teeth and eating**
	FAMOUS SCIENTIST: ***Alessandro Volta*** **Electricity** To identify common appliances that run on electricity	**Working scientifically** To ask relevant questions and using different types of scientific enquiries to answer them To set up simple practical enquiries,	***FAMOUS SCIENTIST:*** ***Ernst Chladni*** **Sound** To identify how sounds are made, associating some of them with something vibrating	**States of matter** To compare and group materials together, according to whether they are solids, liquids or gases To observe that some materials change state when they are heated or	***FAMOUS SCIENTIST:*** ***Jane Goodall*** **Living things and their habitats** To recognise that living things can be grouped in a variety of ways	**Animals including humans** To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions

	To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors **Working scientifically** To apply prior learning to a problem or question. To use straightforward scientific evidence to answer questions or to support their findings	comparative and fair tests To gather, record, classify and present data in a variety of ways to help in answering questions To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions To identify differences, similarities or changes related to simple scientific ideas and processes	To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases **Working Scientifically** To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions To use straightforward scientific evidence to answer questions or to support their findings.	cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Working Scientifically** To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To set up simple practical enquiries, comparative and fair tests	To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things **Working scientifically** To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To asking relevant questions and using different types of scientific enquiries to answer them To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	To construct and interpret a variety of food chains, identifying producers, predators and prey **Working scientifically** To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To ask relevant questions and using different types of scientific enquiries to answer them

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- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
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Year 5	**Autumn 1** **Material world**	**Autumn 2** **Circle of life**	**Spring 1** **Brilliants Scientists**	**Spring 2** **Let's get moving**	**Summer 1** **Out of this world**	**Summer 2** **Growing up & growing old**
	Properties and changes of materials To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets To know that some materials will dissolve in liquid to form a solution,	***FAMOUS SCIENTIST: Rachel Carson*** **Living things and their habitats** To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals	***FAMOUS SCIENTIST: Isaac Newton*** **Working scientifically** To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat	**Forces** To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of air resistance, water resistance and friction, that act between moving surfaces To recognise that some mechanisms including levers, pulleys and gears allow a	***FAMOUS SCIENTIST: Galileo Galilei*** **Earth and space** To describe the movement of the Earth and other planets relative to the sun in the solar system To describe the movement of the moon relative to the Earth To describe the sun, Earth and moon as	**Animals including humans** To describe the changes as humans develop to old age **Living things and their habitats** To describe the life process of reproduction in some plants and animals **Working scientifically** To report and present findings from enquiries, including conclusions,

	and describe how to recover a substance from a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To demonstrate that dissolving, mixing and changes of state are reversible changes To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Working scientifically** To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	**Working scientifically** To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs To use test results to make predictions to set up further comparative and fair tests To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To identify scientific evidence that has been used to support or refute ideas or arguments	smaller force to have a greater effect **Working scientifically** To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To use test results to make predictions to set up further comparative and fair tests	approximately spherical bodies To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Working scientifically** To identify scientific evidence that has been used to support or refute ideas or arguments To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

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Working scientifically

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- To use test results to make predictions to set up further comparative and fair tests
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- To identify scientific evidence that has been used to support or refute ideas or arguments

Year 6	**Autumn 1** **Let it shine**	**Autumn 2** **Electrifying!**	**Spring 1** **We're evolving**	**Spring 2** **Classifying critters**	**Summer 1** **Staying alive**	**Summer 2** **We are dinosaur hunters**
	Light To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to	***FAMOUS SCIENTIST: Thomas Edison*** **Electricity** To associate the brightness of a lamp or	***FAMOUS SCIENTIST: Charles Darwin*** **Evolution and inheritance** To recognise that living things have changed over	***FAMOUS SCIENTIST: Carl Linnaeus*** **Living things and their habitats** To describe how living things are classified into	**Animals including humans** To identify and name the main parts of the human circulatory system, and describe the functions of	**Evolution and inheritance** To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

	explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Working scientifically** To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking	the volume of a buzzer with the number and voltage of cells used in the circuit To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To use recognised symbols when representing a simple circuit in a diagram **Working scientifically** To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To use test results to make predictions to set up further comparative and fair tests	time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Working scientifically** To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics **Working scientifically** To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	the heart, blood vessels and blood To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To describe the ways in which nutrients and water are transported within animals, including humans **Working scientifically** To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To identify scientific evidence that has been used to support or refute ideas or arguments	**Working scientifically** To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs To use test results to make predictions to set up further comparative and fair tests To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations To identify scientific evidence that has been used to support or refute ideas or arguments

	repeat readings when appropriate To identify scientific evidence that has been used to support or refute ideas or arguments To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary					

Working scientifically

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- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- To use test results to make predictions to set up further comparative and fair tests
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- To identify scientific evidence that has been used to support or refute ideas or arguments