



**Pinvin C.E. First School Science Overview 2020-2021**

|           | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-----------|---|---|--|--|---|--|
| Reception | <p><i>My body and my senses</i><br/>Name basic parts of the body.<br/>Feely bags with objects and different smells to use different senses.</p> | <p><i>Forest School</i></p>   | <p><i>My environment</i><br/>Including bug hunts and lifecycles-Frog spawn, chicks.</p>                        | <p><i>Planting and growing</i><br/>Identify what plants need in order to grow by growing potatoes/vegetables.</p>  | <p><i>Forest School</i></p>   | <p><i>Animals and their habitat/location</i><br/>Link with Geography map work/countries and where do different animals live and why.</p> |
| Year 1    | <p><i>Materials</i> Name a variety of everyday materials and distinguish between an object and the material from which it is made.</p>          | <p><i>Seasonal Change</i><br/>Observe changes across the four seasons (ongoing)<br/>Observe and describe weather associated with the seasons and how day length varies.</p> | <p><i>Animals including Humans</i> Name the basic parts of the human body and relate them to the 5 senses.</p> | <p><i>Plants</i> Identify and describe the basic structure of common plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p><i>Seasonal Change</i><br/>Observe and describe weather associated with the seasons and how day length varies. (link with the growing of plants and flowers in the Spring time)</p> | <p><i>Animals including Humans</i> Identify and name a variety of common animals-fish, amphibians, reptiles, birds and mammals, describing their structure.</p> <p>Look at the different diets of animals and identify: herbivores, carnivores and omnivores.</p> | <p><i>Seasonal Change</i><br/>Observe and describe weather associated with the seasons and how day length varies.</p>                    |
| Year 2    | <p><i>Living Things and their habitats</i></p>  | <p><i>Everyday Materials</i><br/>Identify and</p>   | <p><i>Animals including Humans</i> Lifecycles</p>  | <p>Complete Animals inc Humans then...</p>   | <p><i>Living Things and their habitats</i></p>  |  |

|               |   |  |   |   |   |  |
|---------------|---|--|---|---|---|--|
|               | <p>Food chains. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food. Identify between things that are living, dead or have never been alive.</p>                                       | <p>compare the uses of everyday materials.</p> <p>Find out how the shapes of solid objects can be changed.</p>   | <p>Notice that animals, including humans, have offspring which grow into adults. Identify that not all offspring look like the adult.</p> <p>Identify the basic needs for survival, including exercise and healthy eating.</p> <p>8 week unit.</p>  | <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p>   | <p>Identify and name plants and animals in their habitats, including micro-habitats and how different habitats depend on each other.</p>  |  |
| <p>Year 3</p> | <p>Rocks and Soils. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Mary Anning</p> | <p>Forces and Magnets. Notice how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles.</p> <p>William Gilbert</p> | <p>Light and shadows. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Notice how shadows are formed when the light from a light source is blocked by a solid object. Identify how the size of shadows change.</p> <p>James Clerk Maxwell</p> | <p>Animals including Humans. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Adelle Davis</p> | <p>Plants Identify the functions of the different parts of plants and understand the requirements for plant life and how it varies from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Jan Ingenhousz</p> |  |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <p style="text-align: center;">Year 4</p> | <p><i>States of Matter</i><br/> Compare and group materials together, according to whether they are solids, liquids or gases.<br/> Identify the part played by evaporation and condensation in the water cycle.<br/> Observe that some materials change state when they are heated or cooled.</p> <p>Daniel Fahrenheit<br/> Anders Celcius</p> <p><i>Y3 missed learning</i><br/> <i>Rocks and Soils.</i><br/> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br/> Describe in simple terms how fossils are formed.<br/> Recognise that soils are made from rocks and organic matter.</p> | <p><i>Living things and their Habitat</i><br/> Use of classification keys to group, identify and name a variety of animals within local and wider environment.<br/> Recognise that environments can change and that this can pose dangers to living things.</p> <p>Cindy Looy</p> | <p><i>Animals including Humans</i><br/> Describe the simple functions of the basic parts of the digestive system in humans.<br/> Identify the different types of teeth in humans and their simple functions.<br/> Use of food chains, identifying producers, predators and prey.</p> <p>Ivan Pavlov<br/> Erasistratus<br/> Franciscus Sylvius</p> | <p><i>Sound</i><br/> Identify how sounds are made.<br/> Recognise that vibrations from sounds travel through a medium to the ear.<br/> Recognise that sounds get fainter as the distance from the sound source increases.<br/> Find patterns between the pitch of a sound and features of the object that produced it.<br/> Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Aristotle<br/> Gailileo</p> | <p><i>Electricity</i><br/> Identify common appliances that run on electricity.<br/> Construct a simple series electrical circuit, identifying and naming its basic parts.<br/> Identify some common conductors and insulators.</p> <p>Thomas Eddison<br/> Joseph Swan</p> |
|---|--|---|---|---|---|