

Subject Overview for Science – September 2023

A science expert at Manor:

- makes observations over time in our school and in the local environment, noticing similarities and differences.
- is curious, ask questions and recognises questions can be answered in different ways.
- is able to notice patterns.
- can group and classify.
- can make simple comparative tests by measuring.
- finds things out using secondary resources.
- can plan experiments (including fair testing, making predictions, recording results and writing clear conclusions).

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year R Longitudinal Study- Tree Study	Babies – How have we grown? How have we changed?	Materials – Between salt dough/play dough. How are they the same/different? Gingerbread man experiment – What will happen to him if he went into the water?	Planting outside Animals – What do they need? Food, shelter, water, care, exercise	Beans – Planting beans Writing bean diaries How have they grown? Looking at bean shoots. How do we know if they are a seed?	Developing plants in the outdoor environment Materials – Describe and compare	Floating and sinking. Make boats. Which ones will float? Why?
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study 'What plants will grow in our fairy garden?'	- How do plants grow? (4) (Cress) (Chapter 1&2) - Winnies garden (1) - Pushes and pulls and their effects (3 sessions) (Chapter 1 &2)	Seasonal walk (1 session) How animals survive- (animals in general)	- Materials (Buildings –Rocks wood, ceramics, metals.) (Softness and slippiness)	How do plants grow? - Seasonal Walk Winnies garden	How do plants grow? Winnies garden Making new plants	Seasonal Walk -Materials, their properties and why we choose materials to do jobs. (Clothing- Fabrics and plastics) (Waterproofness, absorbency, flexibility)
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Longitudinal study 'What animals live in our bug hotel?'	- Materials, their properties and why we choose materials to do jobs. (Toys and nice things- Fabric, plastic, wood, metals) Softness, stretchiness, strength) - Bug hotel (1 session)	- Seasonal walk - How animals survive- Local area (forest animals)	- Animal lifecycles / life time lines (5 sessions)	-Seasonal Walk -Making new plants	-Living things and their habitats.	Seasonal Walk - Pushes and Pulls and their effects (Revisit chapter 1 and 2 but more push in chapter 3 and 4) - Materials (Buildings –Rocks wood, ceramics, metals.) (Brittleness)
Working Scientifically	<ul style="list-style-type: none"> - Asking simple questions and recognising that they can be answers in different ways. - Observe closely using simple equipment. - Performing simple tests. 					

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| | <ul style="list-style-type: none">- Identifying and classifying- Using their observations and ideas to suggest answers to questions.- Gathering and recording data to help in answering questions |
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Approximate number of sessions required to teach each learning journey over Key Stage One

How animals survive 7 Sessions

Animals life cycles/life time lines 5 Sessions

Pushes, pulls and their effects 7 Sessions

Habitats and how the seasons affect them 16 Sessions

Materials, their properties and why we choose materials to do their jobs 18 sessions (It is recommended that this is taught as three topics through the key stage. Each topic should be themed to allow teachers to focus on two or three material groups and two or three properties in each topic.)

How do plants grow? 10 Hours

Making new plants 6 hours