



# St. Bede's Catholic Primary School

## Science: Long Term Overview



Bishop Wilkinson  
Catholic Education Trust  
Through Christ, in Partnership

<b>EYFS</b>	<p>Through teaching and continuous provision, science in EYFS enables children to:</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Explore the natural world around them, making observations and drawing pictures of plants and animals.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Understand some important processes and changes in the natural world, including the seasons and changing states of matter.</li> <li>• Feel confident to answer simple questions about observable properties of objects and people, animals, and plants around them.</li> <li>• Compare objects in their environment and talk about similarities and differences.</li> <li>• Ask questions about the world around them and seek to find their own answers.</li> <li>• Know what a plant is.</li> <li>• Know what a flower is.</li> <li>• Know where you see plants describe different plants and flowers know what an animal is.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name a variety of different animals.</li> <li>• Know the names of different body parts of humans and animals they have experience of.</li> <li>• Recognise that different everyday objects are made from different materials.</li> <li>• Describe how different objects look and feel.</li> <li>• Know about different types of weather.</li> <li>• Observe changes in trees and plants as the seasons progress.</li> </ul>
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	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1 / 2	A	<p><b>Human Body:</b> Name and identify parts of the human body, senses</p> <p><b>Seasonal changes:</b> Changes in autumn collect and record results</p>	<p><b>Materials:</b> Explore materials, melt and freeze, float or sink, absorption</p>	<p><b>Animals:</b> Mammals, Birds, Fish, Amphibians, compare and group, carnivores, herbivores and omnivores</p>	<p><b>Caring for the planet:</b> Why is it important to care for our planet? How can we care for our planet?</p>	<p><b>Plants:</b> Plant and tree parts, wildflowers and garden plants, deciduous and evergreen trees</p>	<p><b>Growing and Cooking:</b> Where does my food come from, planting, can I cook what I grow? <b>Seasonal Changes:</b> Changes in winter collect and record results</p>

	<b>B</b>	<p><b>Animal Survival:</b> Mammals, Birds, Fish, Amphibians, Reptiles, Humans</p> <p><b>Humans:</b> Name and identify parts of the human body, senses</p>	<p><b>Materials:</b> Wood, paper and cardboard, brick and rock, glass and plastic, metal and fabrics, waterproofing</p> <p><b>Plastic:</b> How is plastic helpful and harmful, how can we reduce plastic waste?</p>	<p><b>Plants (Light and Dark):</b> Exploration, parts, what is needed to grow, light and dark</p>	<p><b>Living things and their habitats:</b> Local area, polar, desert ocean forest and microhabitats, diet and food chains</p>	<p><b>Plants (Bulbs and Seeds):</b> Bulb or seeds, what is needed to grow?</p> <p><b>Growing Up:</b> Mother and offspring, human and mammal life cycle, amphibian and butterfly life cycles, patterns between animals</p>	<p><b>Wildlife:</b> What does wildlife do for us? What can we do for wildlife?</p>
Year 3 / 4	<b>A</b>	<p><b>Plants:</b> Parts of plants, needs of plants, plant life cycle</p>	<p><b>Rocks:</b> Comparing rocks, fossils, rock formation</p>	<p><b>Light:</b> Sources, reflection, shadows</p>	<p><b>Animals including humans:</b> Nutrition, muscular skeletal system</p>	<p><b>Forces and Magnets:</b> Non-contact forces, attraction &amp; repulsion</p>	<p><b>Bee project:</b> Relationship between bees and their environment</p>
	<b>B</b>	<p><b>States of Matter:</b> Changes of state, heating and cooling, the water cycle</p>	<p><b>Animals including humans:</b> Digestive system, food chains</p>	<p><b>Sound:</b> Making sounds, vibrations, the ear, pitch, and volume</p>	<p><b>Living things and their habitats:</b> Classification, characteristics, environmental changes</p>	<p><b>Electricity:</b> Appliances, circuits, conductors</p>	<p><b>History of science:</b> Science across: Egyptians, Greek, Romans, Middle Ages to modern science</p>

Year 5/6	A	<b>Properties and change of materials:</b> Classifying materials, dissolving, separating & changes of state	<b>Animals including humans:</b> Life cycles, reproduction, human life cycle	<b>Forces:</b> gravity air & water resistance, friction	<b>Living things and their habitats:</b> Classification, life cycles: amphibians, insects, and birds	<b>Earth and Space:</b> Earth's movement, planets & the moon in relation to the Sun	<b>Scientific method:</b> Focus upon: hypothesis, variables, equipment, data Case Study-blood transfusion Observe Chimpanzees
	B	<b>Animals including humans:</b> Circulatory system	<b>Light:</b> How light travels, sight, shadows	<b>Electricity:</b> effect of voltage of cells, varying function of components	<b>Evolution and inheritance:</b> Fossils, variation, reproduction & adaptation, evolution	<b>Living things and their habitats:</b> Classifying microorganism, plants & animals	<b>Famous scientists:</b> Famous scientists and their impact upon the world e.g. Edward Jenner, Isaac Newton, Alexander Fleming