

**Grindon Infants Science Curriculum Overview**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>KS1</b>	<b>Nursery</b>	Ourselves-Similarities and Differences	Light and Dark-Torches  Seasonal Changes-Autumn	Winter	Growing	Animals-Farm  Materials  Growth  Minibeasts	
	<b>Reception</b>	Ourselves	Space Light and Dark The Moon Landing	Growing and Changing-Plants	Farm Animals-Ducklings	Fruit and Vegetables Healthy Eating	
	<b>1</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Identify (birds, fish, amphibians, reptiles, mammals), describe &amp; compare structure</li> <li>Identify carnivores, herbivores, omnivores</li> <li>Label human body parts, link to senses</li> </ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>Distinguish between object &amp; material it is made of</li> <li>Identify everyday materials</li> <li>Describe simple physical properties of materials</li> <li>Compare / group materials by physical properties</li> </ul>	<b>Pushes &amp; Pulls</b> <ul style="list-style-type: none"> <li>Recognise push/pull as a force to move an object</li> <li>Recognise that force can be bigger/smaller &amp; direction</li> <li>Investigate push/pulls with more or less force. Heavier objects</li> </ul>	<b>Light &amp; Shadows</b> <ul style="list-style-type: none"> <li>Observe sun in sky</li> <li>Observe light coming from a source</li> <li>Observe light blocked to form shadow</li> <li>Investigate how to make a place darker/lighter</li> <li>Know light/dark safety</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Identify (garden, wild, trees) Deciduous, evergreen</li> <li>Basic structure of a variety of common flowering plants, inc trees (roots, stem, leaves, flower)</li> </ul>	
		<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>Observe changes across seasons</li> <li>Observe &amp; describe weather / day length changes with seasons</li> </ul>					
	<b>2</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Offspring into adults</li> <li>Explain basic needs for survival (water, food &amp; air)</li> <li>Need for exercise / nutrition / hygiene</li> <li><i>Life cycle of insect &amp; amphibian</i></li> </ul>		<b>Uses of Everyday Materials</b> <ul style="list-style-type: none"> <li>Identify/compare uses of everyday materials</li> <li>Find out how shapes of solids can be changed by squashing, bending, twisting &amp; stretching</li> </ul>	<b>Building Circuits</b> <ul style="list-style-type: none"> <li>Identify appliances that run on electricity</li> <li>Recognise need for power source &amp; closed circuit to make an appliance work</li> <li>Identify components/symbols</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Growth from seed/bulb</li> <li>Requirements for growth (water, light &amp; suitable temperature)</li> </ul>	<b>Living Things &amp; Habitats</b> <ul style="list-style-type: none"> <li>Explain difference between living, dead &amp; non living (7 processes of life)</li> <li>Live in habitats (suited)</li> <li>Habitats provide basic needs. Depend on each</li> </ul>

				<ul style="list-style-type: none"> <li>Build simple closed circuits</li> </ul>		other. Study habitats/microhabitats <ul style="list-style-type: none"> <li>Food chains (feeding only)</li> </ul>
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Key Stage	Year	Programme of Study
KS1	1-2	<ul style="list-style-type: none"> <li>Asking simple questions &amp; recognise they can be answered in different ways (use science experience to explore; ask how things are similar, different or change; ask how they happen)</li> <li>Identifying &amp; classifying (compare simple features; decide, with help, how to sort &amp; group)</li> <li>Observing closely using simple equipment (observe changes over time; use simple measurement &amp; equipment)</li> <li>Performing simple tests (experience different types of enquiry (inc practical), begin to work with different tests; carry out simple tests)</li> <li>Gathering &amp; recording data to help in answering (record &amp; communicate, findings in a range of ways; begin to use simple scientific language, use simple measurements &amp; equipment))</li> <li>Recording findings using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays</li> <li>Using observations &amp; ideas to suggest answers to questions (choose ways they might answer; talk about what has happened; notice, with help, patterns &amp; relationships; use simple secondary sources to find answers)</li> </ul>