

Science Curriculum Overview 2026 – 27

	YR	Y1	Y2
Chn need to be aware of the seasons throughout the year and observe how the outside environment changes with weather.			
AUTUMN GRID (observe trees/weather/ temperature/season)			
Autumn 1st	Healthy Me - Exploring sense - Animals Habitats	Seasonal study launch. What happens to the trees in the Nature area throughout the year? Out and About– Describing Materials - To observe changes over the four seasons. - To observe and describe weather associated with seasons - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. <u>Working Scientifically:</u> - To observe things using simple equipment. - To identify and classify. - To perform simple tests. - To use observations and ideas to suggest answers to questions. - To gather and record data to help in answering questions.	Longitudinal study launch What is the impact of seasonal changes on plants. throughout the year? The Lady with the Lamp – Animals including humans - Describe the importance of exercise for humans. - To identify different food groups and the right amount to eat. - To know the importance of hygiene. Germs/handwashing <u>Working Scientifically:</u> - To ask simple questions and recognise that they can be answered in different ways. - To observe closely, using simple equipment. - To perform simple tests. - To identify and classify. - To use observations and ideas to suggest answers to questions. - To gather and record data to help in answering questions.
Autumn 2nd	Everyday Heroes / Christmas - Identify and name a variety of everyday materials. - Describe the simple properties of everyday materials. - Compare materials. Identifying changes – hot chocolate, Jelly	Fire! Fire! - seasonal study - Seasonal study data gathering <u>Working Scientifically:</u> - To ask simple questions and recognise that they can be answered in different ways. - To perform simple tests. - To identify and classify. - To use their observations and ideas to suggest answers to questions.	The Titanic– Changing materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Identify how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Materials have describable properties - Identify how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Working Scientifically:</u> - To observe closely, using simple equipment. - To perform simple tests. - To identify and classify. - To use observations and ideas to suggest answers to questions. - To gather and record data to help in answering questions. –
SPRING GRID(observe trees/weather/ temperature/season)			
Spring 1st	Paddington Bear - Everyday materials - Changing states - Explore/ investigate different materials – melting and freezing.	We're on the move! – Animals including humans - Identify, name, draw and label the basic parts of the human body. - Say which part of the body is associated with each sense. <u>Working Scientifically:</u> - To observe things using simple equipment. - To identify and classify. - To perform simple tests. - To use observations and ideas to suggest answers to	Let's Explore – Why is Coca Bana a famous beach in Brazil? Animals and their Habitats - Identify and name a variety of plants in their habitat. - Identify and name a variety of animals in their habitat including micro-habitats. - What impact does the change in seasons have on the number of plants - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how

Science Curriculum Overview 2026 – 27

		questions. To gather and record data to help in answering questions.	they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats <u>Working Scientifically:</u> - To observe closely, using simple equipment - To perform simple tests - To identify and classify - To use observations to help to answer questions - To gather and record data
Spring 2nd	On the Farm - Knowing which products come from animals. - Sorting animals and their habitats. - Identify animals have offspring - To understand the life cycle of a chick	Once upon a time – Plants Plants - Identify and describe the basic structure of a variety of common plants, including trees. - Seasonal study data gathering find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Identifying and labelling plants. - Observing plant over time. <u>Working Scientifically:</u> - To observe closely, using simple equipment. - To identify and classify. - To gather and record data to help in answering questions.	Let's Explore – Why are Penguins becoming extinct? Animals alive, dead or never lived, food Chains, basic needs for animals to survive. - explore and compare the differences between things that are living, dead, and things that have never been alive - 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. <u>Working Scientifically:</u> - To observe closely, using simple equipment - To perform simple tests - To identify and classify - To use observations to help to answer questions - To gather and record data
		SUMMER GRID(observe trees/weather/ temperature/season)	
Summer 1 st	Let's Grow - Finding out about different fruits and vegetables - Caring for minibeasts in the classroom and outside - Learning about carnivorous plants Growing a variety of plants e.g sunflowers, beans and grass. - Growing a grass head - Learning about healthy foods and having a balanced diet - Watching caterpillars changing to butterflies	Seaside- Seasonal Study Evaluation - To observe changes over the four seasons. - To observe and describe weather associated with seasons <u>Working Scientifically:</u> - To ask simple questions and recognise that they can be answered in different ways. - To observe closely, using simple equipment. - To perform simple tests. Identify and classify. - To use observations and ideas to suggest answers to questions. - To gather and record data to help in answering questions	Crowns and Castles - Making new plants - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Observe and describe how seeds and bulbs grow into mature plants <u>Working Scientifically:</u> - To ask simple questions and recognise that they can be answered in different ways. - To observe closely, using simple equipment. - To perform simple tests. - To identify and classify. - To use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions
Summer 2 nd	Under the Sea - To understand that some objects can float/ sink. - Looking at and exploring parts of/ types of water animals	Amazing Animals – Seasonal study Animals including humans - Seasonal study data gathering - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <u>Working Scientifically:</u> - To ask simple questions and recognise that they can be answered in different ways.	Big dreams – Pushes and Pulls - Evaluate longitudinal study - Find out about pushes and pulls. <u>Working Scientifically:</u> - To observe closely, using simple equipment. - To perform simple tests. - To identify and classify. - To use observations and ideas to suggest answers to questions. - To gather and record data to help in answering questions.

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