

Overview of Science at Innsworth Infant School

Cycle A		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	EYFS	Makes observations of animals and plants. Shows care and concerns for living things in their environments. Create opportunities to discuss how we care for the natural world around us.	Develop an understanding of changes over time name parts of the body Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. Draw pictures of the natural world, including animals and plants.	Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and man-made. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	Guide children's understanding by draw children's attention to the weather and seasonal features. Look for children incorporating their understanding of the seasons and weather in their play Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.
	Y1/2	Animals, inc humans Minibeasts name common animals eg squirrel identify omnivore, herbivore Living things and their habitats identify Local/micro habitats Working Scientifically observing closely use observations to answer questions gathering and recording data *plant bulbs for T4 describe how plants need water, light, temperature to grow*	Animals, inc human know that humans have offspring (lifecycle) which grow into adults identify, name, draw and label the basic parts of the human body to say which part of the body is associated with each sense	Everyday materials Distinguish between object and the thing from which it is made suitability of materials for use how solid objects can be changed Make Union Jack flags from different materials.	Plants Identify and name a variety of plants identify basic structure of plants observe and describe how seeds and bulbs grow into mature plants describe how plants need water, light, temperature to grow Seasonal changes Winter fieldwork	Animals, inc humans Classification of animals Structure of animals Living things and their habitats living things in habitat - suitability and basic needs identify a variety of plants and animals Scientific enquiry identifying and classifying use observations to answer questions	Seasonal changes Summer fieldwork

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Cycle B		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	EYFS	know ways of looking after themselves to use vocabulary to name body parts	to ask questions to find out more to use new vocabulary	Describes past events Shows interest in different occupations Uses small world to retell events Talks about why things happened	Manage their own needs talk about factors that will support their own health and wellbeing	explore the minibeads in the world around them describe what they see and hear outside to engage with non-fiction texts	Guide children's understanding by draw children's attention to the weather and seasonal features. Look for children incorporating their understanding of the seasons and weather in their play Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.
	Y1/2	Animals, inc humans identify, name, label and draw basic parts of the human body say which part of the body is associated with a sense to know the basic needs of animals (inc humans) lifecycle of a human Working scientifically ask simple questions perform simple tests gathering data	Everyday materials describe simple properties of everyday materials compare and group everyday materials Scientific enquiry	Everyday materials Name a variety of everyday materials (linked to DT) Scientific enquiry – flying 'thing' asking questions gathering and recording data performing a simple test	Animals, inc humans Healthy Eating (link PSHE) Lifecycle of a penguin Offspring Identify and name a range of birds	Living things and their habitats explore and compare the differences between things that are living, dead and things that have never been alive identify which animals live in which habitat in our local grounds and why identify and name a variety of plants and animals in their habitats describe sources of food and a simple food chain lifecycle of a butterfly	Identify and name a range of fish, amphibians, reptiles, mammals that are found in watery places identify and name a range of animals that are carnivores, herbivores and omnivores describe and compare a variety of animal structures talk about the oceans/seas as a habitat