



Preston Grange Primary School
Science Curriculum

Nursery Overview

Autumn 1	<p>Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.</p> <p>Actively collect and enjoy transporting materials.</p> <p>properties of everyday materials and demonstrate engagement through facial expression/body language.</p> <p>Sustain interest in action and reaction toys.</p> <p>periods of time in respectful observations of living things.</p> <p>Recognise that they can do things now that they couldn't do as a baby.</p>	<p>Follow adult prompts to explore sensory</p> <p>Engage in joint attention with adults for short</p> <p>Recognise themselves and name family.</p>
Autumn 2	<p>Actively explore the properties of everyday materials through spontaneous experimentation.</p> <p>living things with care.</p>	<p>Respond appropriately to adult guidance to treat</p> <p>Continue to develop positive attitudes and the differences between people.</p>
Spring 1	<p>Use some very simple adjectives to describe the sensory properties of everyday materials.</p> <p>imitating their actions as they care for living things.</p> <p>Show interest in different occupations.</p>	<p>Work alongside adults</p> <p>Explain how things work e.g. windup toys pulleys.</p> <p>Use materials for a purpose.</p>
Spring 2	<p>Choose the tools and materials they need to achieve their goal.</p> <p>materials and changes they notice.</p> <p>care.</p> <p>Join materials for a purpose.</p>	<p>Talk about the differences between</p> <p>Respond appropriately to adult guidance to treat living things with</p> <p>Describe and enact some of the roles of community figures.</p>
Summer 1	<p>Collect particular materials for a purpose.</p> <p>through with remote control toys.</p> <p>for living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Join materials in a range of ways to make things for a purpose.</p>	<p>Demonstrate a range of actions</p> <p>Work alongside adults imitating their actions as they care</p> <p>Narrate life cycles e.g. caterpillar.</p>
Summer 2	<p>Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.</p> <p>anticipatory questions in simple and adult led experiments about the properties of materials.</p> <p>they care for living things.</p>	<p>Answer closed and</p> <p>Work alongside adults imitating their actions as</p>

Reception Overview

Autumn 1	Describe changes of state with 'cement' and clay and with ingredients when cooking. parts of the building. Know that adults were children in the past.	Know that children were babies in the past.	Describe and represent the home in 2D and 3D, naming rooms and
Autumn 2	Describe textures experienced through pumpkin exploration. Find and know some uses of the seeds. Know and demonstrate how to plant Spring flowering bulbs and predict what will happen. the change in day length and discuss day / night daily activities. Distinguish between healthy food choices and special treats.		Describe changes to trees and woodland plants in Autumn. Notice Identify healthy ingredients in healthy snacks. Articulate and demonstrate teeth cleaning.
Spring 1	Describe changes to trees and woodland plants in Winter. Describe and explain how penguins adapt to survive in Antarctica. Observe, notice and discuss and record weather patterns across days and weeks. Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.		Describe and explain changes in state with water. Describe and explain changes in weather in different seasons. Compare different weathers they have experienced.
Spring 2	Choose ingredients suited to a healthy snack or recipe. olds and describe how people change in the first 4 years of life. Name farm animals and their young. and take care of seeds. Describe some difference between farming now and in the past.	Identify similarities and difference between 4 year olds and adults. Describe how people grow up and change. Predict what will happen to seeds and how they will change as we begin to plant our allotment garden.	Identify similarities and difference between babies and 4 year Describe and demonstrate an understanding of how to grow
Summer 1	Describe changes to trees and woodland plants in Spring. Name the stages and describe the transitions in the life cycle of a sunflower, butterfly and frog. gardens. Make increasingly detailed observational drawings and paintings of natural found objects and living things.	Describe some of the benefits of minibeasts in our gardens.	Know and demonstrate how to grow seeds and care for seedlings. Name and identify the features of a range of minibeasts found in our
Summer 2	Describe changes to trees and woodland plants in summer. Describe difference and similarities between animals and plants in our school forest and in Kenya. Compare physical features using aerial views and photographs. Name the physical features of a beach environment using secondary sources and first hand experiences. dangers to wildlife from man-made rubbish		Know and demonstrate how to nurture edible plants. Describe natural and man-made beach detritus and know the



KS1 and KS2 Overview

Year	Units				
1	<u>Plants</u>	<u>Animals inc. Humans</u>	<u>Senses</u>	<u>Seasonal Change</u>	<u>Everyday Materials</u>
2	<u>Plants</u>	<u>Animals inc. Humans</u>	<u>Everyday Materials</u>	<u>Living Things and Habitats</u>	
3	<u>Plants</u>	<u>Animals inc. Human</u>	<u>Rocks</u>	<u>Light</u>	<u>Forces and Magnets</u>
4	<u>Electricity</u>	<u>Animals inc. Human</u>	<u>Sound</u>	<u>States of Matter</u>	<u>Living Things and Habitats</u>
5	<u>Earth and Space</u>	<u>Animals inc. Human</u>	<u>Forces and Magnets</u>	<u>Materials and Changes</u>	<u>Living Things and Habitats</u>
6	<u>Electricity</u>	<u>Animals inc. Human</u>	<u>Light</u>	<u>Evolution and Inheritance</u>	<u>Living Things and Habitats</u>