Emmbrook Infant School KS1 Science Termly Overview

Contacting	Autumn	Spring (including Science Week)	Summer
FS2	To know where food is grown and how it reaches our table To comment on seasonal changes through observation and experience To be able to describe weather conditions To know that the days are shorter in Winter and why	To comment on seasonal changes through observation and experience To be able to describe the life cycle of a plant To make observations on what happens to an object when exposed to wind force To be able to know we live on planet Earth which has its own moon and is part of a solar	To know and sequence the life cycle of a human. To comment on seasonal changes through observation and experience To know a simple life cycle e.g. butterfly, frog, human To begin to explore decay To be able to describe materials according to their properties
Significant Scientists	Marie Curie (people who help us) Alexander Fleming	Maggie Aderin Pocock (Space) Sir Isaac Newton/Stephen Hawking (Forces)	Jane Goodall (animals) Mary Anning (fossils)
Core values	Empathy Curiosity Resilience Independence Teamwork	Curiosity Resilience Independence Patience	Curiosity Resilience Independence Respect
Year 1	**Seasonal Changes** – LO: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. (Weather diary, seasonal changes around the school grounds)	**Seasonal Changes** – LO: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. (Weather diary, seasonal changes around the school grounds) .	**Seasonal Changes** – LO: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. (Weather diary, seasonal changes around the school grounds) Compare and contrast weather in Ghana) Name and identify a range of **plants** and insects.

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		Everyday Materials – Distinguish between and object and the material from which it is made. Identify and name a variety or everyday materials, including wood, plastic, glass, metal, water and rock. Describe simple Physical properties of every day materials. Compare and group a variety of everyday materials based on physical properties	**Animals including humans** – LO: Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals) Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense.
Significant Scientists	Marie Maynard (Healthy eating)	Stephanie Knolek (materials)	George Washington Carver
Core Values	Curiosity Resilience Independence Respect	Curiosity Resilience Independence Respect	Curiosity Resilience Independence Respect
Year 2	**Living things and their habitats**. 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 (context: rock pools/oceans) Identify and name a variety of plants and animals in their habitats including micro habitats. Describe how animals obtain their food from other animals and plants in a simple food chain. (context: oceans and roc pools) Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene (context: Healthy week)	**Uses of everyday Materials** – identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, rock, paper & cardboard for particular uses. Find out how the shapes of objects can be changed by squashing, bending, twisting and stretching. **Identify and name a variety of plants and animals in their habitats** including micro habitats. Describe how animals obtain their food from other animals and plants in a simple food chain.(context: nocturnal creatures)	**Animals including humans** Identify that animals have offspring that grow into adults. **Living things and their habitats** Descr ibe the basic needs of animals and plants for survival. Grow and investigate bulbs and seeds

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Significant Scientists	David Attenborough (Living Things) Salim Ali (ornithologist)	Rebecca Lee Crumpler (Physician - linked to Florence Nightingale/May Seacole)	Katherine Johnson (Space) Neil Armstrong
Core Values	Curiosity Resilience Independence Respect Teamwork	Empathy Teamwork Curiosity Resilience Independence Respect	Empathy Teamwork Curiosity Resilience Respect

In addition all children will take regular walks in our grounds to observe, study and be able to identify the following plants and trees on a termly bases to build on their growing knowledge.:

- Willow, Oak, Conifer, Beech, Silver Birch
- Lavender, Daffodils, Rose, Daisy, Buttercup, Sunflower
- Language of evergreen, deciduous

The children will also study their class bird and birds atht visit our school:

- Cygnets, Robins, Swans, Kingfishers, Woodpeckers
- Red Kites, Robins, Blue Tits, Great Tits, Pigeons