St Gregory's Curriculum Overview
Subject Area - Science 2025 – 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Learning opportunities and experiences our children will experiences in the EYFS. **Scientific Development – Working Scientifically** Many skills ongoing through the year linked to the seasons and observational changes, using the exploration area of provision. **Explore/Observe** - look closely at/notice features in the natural world including animal, sand plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc. **Describe** - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. **Equipment and measures** - use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). **Research** - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). **Test** - make suggestions, show resilience, work with others. **Vocabulary** - use simple vocabulary to name and describe objects, materials, living things and environments. **Record** - draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. **Questioning** - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. **Explain** - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. **Compare/sort/group/identify/classify:** notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Early Learning Goals **The Natural World:** Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Year 1 **Scientist – George Mottershead (Animals)**	The Human Body Seasonal Changes	Animals Seasonal Changes	Planting A Materials	**Sustainability** – Caring for the Planet Seasonal Changes Planting B	Plants Planting C	**Sustainability** - Growing and Cooking Seasonal Changes
Year 2 **Scientist – Charles Macintosh (Materials)**	Animals' Needs for Survival Humans	Materials **Sustainability** – Plastic	Plants (Light and Dark) Living Things and Their Habitats	Plants (Light and Dark)	Plants (Bulbs and Seeds) Growing Up	Bulbs and Seeds Growing Up **Sustainability** – Wildlife
Year 3 **Scientist – William Smith (Fossils)**	Skeletons Movement Nutrition and Diet	**Sustainability** – Food Waste Rocks	Fossils Soils	Light	Plants A	Forces Magnets Plants B **Sustainability** - Biodiversity
Year 4 **Scientist – Alexander Graham Bell (Sound)**	Group and Classify Living Things Data Collection A	States of Matter	Sound Data Collection B	Electricity **Sustainability** – Energy	Data Collection C Habitats **Sustainability** – Deforestation	The Digestive System Food Chains
Year 5 **Scientist – David Attenborough (Animals)**	Forces	Space **Sustainability** – Global Warming	Properties of Materials	Animals Including Humans Life Cycles	Reproduction A Reversible and Irreversible Changes	**Sustainability** – Plastic Pollution Reproduction B
Year 6 **Scientists – Charles Darwin, Mary Anning and Carl Linneaus (Adaptations, Fossils and Living Things)**	Living Things and Their Habitats	Electricity **Sustainability** – Renewable Energy	Light **Sustainability** – Light Pollution	The Circulatory System Diet, Drugs and lifestyle	Variation Adaptations	Fossils Themed Projects (Year 7 ready)

At St Gregory's we follow the White Rose Science Scheme.

Loving all, like Jesus, we flourish together