

Abbey Gates Science Year Overview

	Autumn		Spring		Summer	
F1	Humans CONCEPT: LIFE	Humans CONCEPT: LIFE Sound CONCEPT: ENERGY	Electricity CONCEPT: ENERGY Materials CONCEPT: MATTER	Materials CONCEPT: MATTER Forces CONCEPT: ENERGY	Animals excluding humans CONCEPT: LIFE Plants CONCEPT: LIFE Living things and their habitats Environment CONCEPT: LIFE	Light CONCEPT: ENERGY
F2	Humans CONCEPT: LIFE	Living things and their habitats Animals excluding humans CONCEPT: LIFE	Forces CONCEPT: ENERGY Materials, including changing materials CONCEPT: MATTER	Earth and space CONCEPT: ENERGY	Living things and their habitats Plants CONCEPT: LIFE	Light CONCEPT: ENERGY Sound CONCEPT: ENERGY Animals excluding humans CONCEPT: LIFE
Y1 Throughout the year	<p>Plants - pupils should visit the same plants throughout the year to gather clues for identification</p> <p>Seasonal Change - Gathering data about seasonal change regularly throughout the year. Making observations of the weather and how this affects living things. This should be reviewed at the end of the year.</p>					
Y1	Animals including humans Human body CONCEPT: LIFE	Everyday materials CONCEPT: MATTER CONCEPT: ENERGY	Everyday Materials CONCEPT: MATTER CONCEPT: ENERGY	Animals including humans (animals) CONCEPT: LIFE	Everyday Materials CONCEPT: MATTER CONCEPT: ENERGY	Plants Seasonal changes CONCEPT: LIFE
Y2 throughout the year	<p>Living things and their habitats - Observing changes of plants to gather clues for identification. Visiting a habitat at different times throughout the year to build up a full picture of the animals in a habitat.</p> <p>Plants - Seeds and bulbs need to be planted at different times of the year (bulbs in Autumn and seeds, generally, in Spring). For these to reach full maturity, they need to complete their life cycle. This will be determined by the plant, not the time allocated to the topic. Once planted, the beds will need to be visited regularly to weed and make observations of growth.</p>					
Y2	Living things and their habitats CONCEPT: LIFE	Uses of everyday materials (Properties and uses) CONCEPT: MATTER CONCEPT: ENERGY Plants (planning for growing seeds and bulbs outside) CONCEPT: LIFE	Animals including humans (Humans and health) CONCEPT: LIFE	Uses of everyday materials (changing shapes) CONCEPT: MATTER CONCEPT: ENERGY Animals including humans (Animals and their babies) CONCEPT: LIFE	Living things and their habitats CONCEPT: LIFE	Living things and their habitats CONCEPT: LIFE Plants CONCEPT: LIFE
Y3 throughout the year	<p>Plants: Many plants have an annual cycle - having buds, flowers, seeds/berries at certain times in the year. Pupils should therefore visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. This evidence can then be reviewed at the end of the year to exemplify a range of plants' life cycles.</p>					
Y3	Forces CONCEPT: ENERGY	Animals, including humans Nutrition CONCEPT: LIFE	Rocks CONCEPT: MATTER	Animals, including humans Movement CONCEPT: LIFE	Plants (parts and their functions and investigating growth) CONCEPT: LIFE	Plants (life cycles) CONCEPT: LIFE Light CONCEPT: ENERGY

Abbey Gates Science Year Overview

Y4 throughout the year	<p>Living things and their habitats</p> <p>While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year - losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification.</p> <p>Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, the habitat should be visited at different times throughout the year.</p>					
Y4	States of matter CONCEPT: MATTER	States of matter CONCEPT: MATTER	Electricity CONCEPT: ENERGY	Animals, including humans (this should be taught after children have visited a habitat to name and identify the plants and animals.) CONCEPT: LIFE	Sound (taught after states of matter as knowledge of solids, liquids and gases is required) Taught later in the year due to this topic being more conceptually challenging. CONCEPT: ENERGY	All living things and their habitats (taught after humans as links can be made to teeth) CONCEPT: LIFE
Y5	Earth and space CONCEPT: ENERGY	Properties and changes of materials (properties) CONCEPT: MATTER	All living things and their habitats (life cycle and reproduction of animals) CONCEPT: LIFE	Forces CONCEPT: ENERGY	Properties and changes of materials (changes) CONCEPT: MATTER All living things and their habitats (life cycle and reproduction of plants) CONCEPT: LIFE	Animals, including humans (Taught after life cycles of plants and animals) CONCEPT: LIFE
Y6	Electricity CONCEPT: ENERGY	All living things and their habitats CONCEPT: LIFE	Animals, including humans CONCEPT: LIFE	Evolution and inheritance Conceptually more challenging CONCEPT: LIFE		Light Conceptually more challenging CONCEPT: ENERGY