

SCIENCE CURRICULUM OVERVIEW

Science at Fulwell Infant School Academy

CURRICULUM IMPLEMENTATION

Our science curriculum aims to ensure that all children in Early Years and Key Stage 1 develop their knowledge of the world by exploring, observing, and asking questions about everyday phenomena, including plants, animals, materials, weather, and seasonal changes, with links to our local coastal and urban environment. Our curriculum prioritises enquiry-based learning, enabling children to think and work like young scientists by observing closely, carrying out simple tests, identifying and classifying, and using age-appropriate scientific vocabulary. We strive to build confidence, resilience, and independence while promoting inclusivity so that all children can succeed and see themselves as scientists. Through this approach, we develop key skills such as communication, critical thinking, and problem-solving, while fostering environmental awareness and responsibility, ensuring that by the end of Key Stage 1, children have a secure foundation in scientific knowledge and an enthusiasm for exploring and sustaining the world around them.

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	<p>Lines of Enquiry: <i>Shall We Be Friends? Let's Explore Together / Why are the Leaves Falling? How Many Colours?</i></p> <p>Learning: Exploring materials, investigating weather, senses, growth, change and decay. Skills: Observe using senses, talk about changes. Working Scientifically: Look, watch, feel, explore, answer/ask simple questions.</p>	<p>Lines of Enquiry: <i>Where Does it Snow?/ What Will it Be?</i></p> <p>Learning: Changing weather, plants, growth, life cycles. Skills: Use tools, compare materials, living things and habitats. Working Scientifically: Observe closely, sort, record (draw/photos), ask questions.</p>	<p>Lines of Enquiry: <i>Happy Helpers: What Do They Do? / Who Lives There?</i></p> <p>Learning: Living things and the natural world, forces. Skills: Record observations, explore similarities and differences. Working Scientifically: Investigate through play and exploration, describe findings, explore cause/effect.</p>
Reception	<p>Lines of Enquiry: <i>What's in my World? / Let's All Celebrate!</i></p> <p>Learning: Weather/seasons, environment, natural changes, animals and their habitats. Skills: Observe, describe, use senses to investigate. Working Scientifically: Ask questions, explore, compare, observe changes.</p>	<p>Lines of Enquiry: <i>Does it Move? How Does it Change?/ The Past and Pre-historic World</i></p> <p>Learning: Change, plants and animals, habitats and changing environments. Skills: Investigate, record and observe. Working Scientifically: Observe over time, sort and group, describe differences.</p>	<p>Lines of Enquiry: <i>How Many Legs? / Where would you like to go?</i></p> <p>Learning: Animals and plants, minibeasts habitats Skills: Compare habitats, talk about and name minibeasts and plants. Working Scientifically: Record findings, predict, describe patterns and change.</p>

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p>Topic: <i>The body, senses and seasonal changes/Everyday Materials and their Properties</i></p> <p>Learning: Body, senses, seasons, materials and their properties. Skills: Observe closely, ask questions. Working Scientifically: Perform simple tests, gather data, use observations to answer questions, sort and classify, test properties, record findings.</p>	<p>Topic: <i>Mammals: herbivore, carnivore, omnivore?/Seasonal Changes and Working scientifically</i></p> <p>Learning: Seasonal changes, animals, science week. Skills: Classify, compare and contrast, observe and investigate. Working Scientifically: Identify and group animals, use a range of scientific equipment, record findings.</p>	<p>Topic: <i>Plants and Trees/Animal Classification</i></p> <p>Learning: Plants, animals and classification Skills: Record data, identify patterns. Working Scientifically: Observe over time, classify, draw conclusions, record findings in different ways.</p>
Year 2	<p>Topic: <i>Living Things and their Habitats/ Food Groups and Healthy Living</i></p> <p>Learning: Living things and habitats, food groups and staying healthy. Skills: Identify and classify, observe, use scientific equipment. Working Scientifically: Ask questions, carry out investigations, record data (charts/tables), fair testing.</p>	<p>Topic: <i>Food Chains and Survival/ Working Scientifically</i></p> <p>Learning: Food chains, survival, science week. Skills: Observe and gather information, ask and answer questions, make predictions. Working Scientifically: Plan tests, predict outcomes, analyse results and use a range of scientific equipment.</p>	<p>Topic: <i>The Life Cycle of Plants and Changes/ Materials and their suitability including recycling</i></p> <p>Learning: Plants, growth and change, materials and their suitability, recycling. Skills: Investigate, compare. Working Scientifically: Use fair tests, measure accurately, present and explain findings.</p>