



Sea Mills Primary School - Scientists year overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N/R	Children are being 'scientists' termly within provision – interests each year decide on the enquiry					
Y1	What is my hat made of? <i>Everyday materials</i>			What grows in Sea Mills? <i>Plants</i>	What am I? <i>Animals and habitats</i>	
	How does my city change? <i>Seasonal changes *To be taught ongoing throughout year*</i>					
Y2	What could my classroom be made of? <i>Everyday materials</i>		How do we live a healthy life? <i>Living things and habitats</i>		How do plants grow near us? <i>Plants</i>	What is home? <i>Animals/Habitats</i>
Y3	Where does darkness come from? <i>Light</i>		What is underneath our feet? <i>Rocks</i>	<i>What is the difference between surviving and staying healthy?</i> <i>Living things and habitat</i>	How do plants die? <i>Plants</i>	
Y4	What is the difference between noise and sound? <i>Sound</i>			Why are more people becoming vegetarian? <i>Animals including humans</i>	What should we flush down the loo? <i>Living things and their habitats</i>	How many bulbs is too many? <i>Electricity</i>
Y5	How can science help the homeless? <i>Properties and changes of materials</i>		What do forces actually do? <i>Forces</i>	What does the Earth look like from Space? <i>Earth and Space</i>	How are you helping to save the planet? <i>Living things and their habitat</i>	
Y6	Linnaeus and Darwin, how are they connected? <i>Evolution and inheritance & Living things and their habitats – Food chains</i>			How are lives saved? <i>Animals including humans – Heart experiment</i>		Why are shadows important? <i>Light</i> How big is your footprint? <i>Electricity</i>

Monitoring to happen throughout year during subject leadership time that is given (3 afternoons per year).

Feedback to be given to teachers based on book looks/conferencing/learning walks via email and 1:1 conversations.