



Fir Tree Science Overview 2026 – 2027

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Hygiene & Germs	Freezing & Melting Light & Dark	Materials	Growing	Sinking & Floating	Friction
Year 1	Everyday Materials	Seasonal Changes	Animals Including Humans	Animals Including Humans	Plants	Seasonal Changes
Year 2	Everyday Materials	Use of Materials	Animals Including Humans	Plants	Living things and their habitats	Living things and their habitats
Year 3	Rocks	Light	Animals Including Humans	Scientific Enquiry	Forces and Magnets	Plants
Year 4	States of Matter	Animals Including Humans	Electricity	Sound	Living Things and their Habitats	Scientific Enquiry
Year 5	Living Things and their Habitats	Forces	Animals Including Humans	Working Scientifically	Space	Properties of Materials
Year 6	Inheritance and Evolution	Light	Living things and their habitats	Animals Including Humans	Scientific Enquiry	Electricity



Fir Tree's Science Curriculum

At Fir Tree Primary School, science is taught through a carefully sequenced, knowledge-rich curriculum that develops pupils' curiosity, enquiry skills and understanding of the world around them. Our curriculum encourages children to ask questions, investigate ideas and think scientifically, equipping them with the knowledge and skills needed to understand the natural and physical world.

The curriculum is organised to ensure that pupils progressively develop their knowledge across the three main disciplines of science:

- Biology
- Chemistry
- Physics

Alongside this, pupils continually develop their Working Scientifically skills through practical enquiry and investigation.

In the Early Years Foundation Stage, children begin to explore scientific concepts through hands-on experiences and play-based learning. Units such as hygiene, materials, growing, light and dark, freezing and melting, sinking and floating, and friction encourage children to observe, question and investigate the world around them, laying strong foundations for future scientific learning.

Scientific enquiry is at the heart of our curriculum. We aim to provide regular opportunities for pupils to carry out practical investigations and hands-on experiments, allowing them to make predictions, observe closely, gather evidence, record results and draw conclusions. Through these experiences, pupils develop the skills to work scientifically by asking questions, planning fair tests, identifying patterns, using scientific equipment accurately and communicating their findings using appropriate scientific vocabulary.

In Lower Key Stage 2, pupils record their learning in Science Floor Books. These provide a collaborative record of scientific discussions, practical investigations, observations and class conclusions, promoting high-quality scientific talk and allowing pupils to reflect collectively on their learning. As pupils move into Upper Key Stage 2, they increasingly record their work independently, preparing them for secondary education.

Lessons encourage pupils to think critically, explain their reasoning and make links between scientific concepts and everyday life. Teachers use practical experiences, discussion and ongoing assessment to address misconceptions and deepen understanding, ensuring that pupils build secure scientific knowledge over time.

By the end of primary school, pupils will have developed a secure understanding of key scientific concepts, the confidence to investigate and question the world around them, and the knowledge and skills to continue their scientific learning with curiosity, resilience and enthusiasm.