



## King's Hill Primary School

### Science Curriculum Overview 2024 - 2026

Our Science curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Pupils, are taught essential aspects of the knowledge, methods, processes and uses of Science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena and question how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 1</b>	<p><b>Naming and Describing Materials</b></p> <p>-Distinguish between objects and the materials in which they are made.</p>	<p><b>Naming and Describing Materials</b></p> <p>-Distinguish between objects and the materials in which they are made.</p>	<p><b>Properties and Uses of Materials</b></p> <p>-Describe and compare the physical properties of everyday materials and objects.</p>	<p><b>Identifying plants and their parts</b></p> <p>-Identify the basic structure of a flowering plant and identify a variety of common wild flowers and plants.</p>	<p><b>Human Body and Senses</b></p> <p>-Identify and label basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Animals (Vertebrates)</b></p> <p>-Identify and name common animals and describing their structure.</p>
<b>Year 2</b>	<p><b>Local Habitats</b></p> <p>Children will be learning about local habitats. They will be engaging in lots of observations of their own and using this to come to their own conclusions about habitats and the</p>	<p><b>Choosing Materials</b></p> <p>Children will learn to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p><b>Changing Materials</b></p> <p>Children will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Growing seeds and bulbs</b></p> <p>Children will be growing a variety of seeds and bulbs. They will be making observations and learning about what they need to grow into healthy plants.</p>	<p><b>Growing Healthy Plants</b></p> <p>Children will be discovering how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Growing up ( animals and humans)</b></p> <p>Children will be learning that animals, including humans have offspring and grow into adults and the basic needs for survival. Children will learn to understand</p>

	things that live there. They will be looking at grassy habitats, woody habitats and pond habitats.					how important it is for humans to exercise and eat the right amounts of food as well as hygiene.
<b>Year 3</b>	<b>Movement and nutrition for the human body</b> Exploring the nutrients we need to be healthy, how are bodies are made up and the important of exercise.	<b>Rocks, soils and fossils</b>  Study of different, rocks, soils and fossils, carrying out experiments and exploring their properties.	<b>Forces: friction and magnets</b>  Comparing how objects move on different surfaces. Experimenting with and identifying magnetic materials.	<b>Light and shadows</b>  Exploring how we see, surfaces which reflect light and how shadows are made.	<b>Flowering plants and plant growth</b>  Identify the functions of different parts of a plant. Explore the requirements of plants for life and growth.	<b>Flowering plants life cycle</b>  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<b>Year 4</b>	<b><u>Changes of State Investigating</u></b> processes involved with liquids, solids and gases	<b><u>Electricity Changes</u></b> To investigate how electricity flows using a range of components e.g. cell	<b><u>Human Impact on Environment</u></b> To explore how global issues affect biodiversity and habitat destruction.	<b><u>Digestion and Food Chains</u></b> To identify the main parts of the digestive system and understand the nutritional requirements of animals	<b><u>Sound</u></b> To explore frequency, pitch and how sound travels through vibrations	<b><u>Classification of Plants and Animals</u></b> To use keys to classify animals and identify vertebrates and invertebrates.
<b>Year 5</b>	<b>Forces and mechanisms</b> Understand the force of gravity, air/water resistance and friction	<b>Properties and uses of materials</b> Compare and group everyday materials by carrying out fair tests	<b>Earth and Space</b> Describe the movement of the Earth relative to other planets	<b>Plant and Animal Life Cycles</b> Describe the differences in the life cycle of plants and animals	<b>Separating mixtures and changing materials</b> Understand how materials dissolve, how they might be separated and if they can be reversed	<b>Human Growth</b> Describe changes as humans develop and the process of reproduction
<b>Year 6</b>	<b>Classification of living things</b> investigating how plants, animals and microorganisms	<b>Evolution and Inheritance</b> recognising how living things have changed	<b>Human circulation</b> identifying and naming the main parts of the human circulatory	<b>Body health</b> recognising the impact of diet, exercise, drugs	<b>What light does</b> recognise that light appears to travel in straight lines,	<b>Electricity: changing circuits</b> associate the brightness of a lamp

	are grouped based on common observable characteristics.	over time and how fossils provide information about living things.	system, describing the functions of the heart, blood vessels and blood.	and lifestyle on the way their bodies function.	explaining that we see things because light travels from light sources to our eyes and explain why shadows have the same shape as the object that casts them.	or the volume of a buzzer with the number and voltage of cells used in the circuit, use recognised symbols when representing a simple circuit in a diagram.
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