

# West Hill Primary School

## Curriculum Map for Science

|                                                  | Biology                                                                                                                                                          | Chemistry                                                                                                                       | Physics                                                                                                                                                                                                                                |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 1                                      | Autumn                                                                                                                                                           | Spring                                                                                                                          | Summer                                                                                                                                                                                                                                 |
|                                                  | <i>At the start of each new topic provide opportunities for children to recall prior learning and experiences</i>                                                |                                                                                                                                 |                                                                                                                                                                                                                                        |
| <b>EYFS</b><br><b>Understanding of the world</b> | <b>Myself</b><br>Our senses, our bodies.<br>Colour and light<br>My day – Seasonal Change<br>Our school environment<br>Autumn and Winter festivals                | <b>Materials / Forces and Motion</b><br>Exploring materials<br>Pushing and pulling<br>Old and new<br>Easter                     | <b>Growing and changing/ Water</b><br>Plants and animals<br>Water<br>Growing and changing<br>Seasons and weather                                                                                                                       |
| <b>Year 1</b>                                    | <b>Animals, including humans –</b><br>identify, name, draw and label basic parts of human body, including senses.<br><b>Seasonal changes</b> –including weather. | <b>Everyday materials</b> – identify, name, compare and group.<br><b>Seasonal changes</b> –including weather                    | <b>Plants</b> – identify, name and describe basic structure.<br><b>Animals, including humans –</b><br>identify and name common animals, describe and compare structure (including pets).<br><b>Seasonal changes</b> –including weather |
| <b>Year 2</b>                                    | <b>Animals, including humans -</b><br>requirements for survival and health.                                                                                      | <b>Uses and changes of everyday materials</b> – Identify and compare suitability, investigate how solid objects can be changed. | <b>Living things and their habitats –</b><br>Rainforest plants and animals.<br><b>Plants</b> – observation of, and requirements for growth.                                                                                            |

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| West Hill Primary School<br>Revised Curriculum Design for Science -<br>Progression in knowledge<br>Biology Chemistry Physics |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 2                                                                                                                  | Autumn                                                                                                                                                                                                                                    | Spring                                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                       |
|                                                                                                                              | <i>At the start of each new topic provide opportunities for children to recall prior learning and experiences</i>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              |
| Year 3                                                                                                                       | <b>Animals, including humans</b> – nutrition, skeletons and muscles for support, protection & movement.<br><b>Light</b> – light is reflected from surfaces; shadows and how they change; reflections; light from the sun can be dangerous | <b>Rocks</b> – compare and group, how fossils are formed; soil made from rocks and organic matter.<br><b>Forces and magnets</b> – investigate the properties of forces and magnets.                                                                                                                                             | <b>Forces and magnets</b> – compare how things move on different surfaces; investigate the properties of magnets.<br><b>Plants</b> – life cycle of plants incl. pollination, seed formation and seed dispersal; functions of parts of flowering plants, plant life & growth. |
| Year 4                                                                                                                       | <b>Animals, including humans</b> – digestive system in humans, teeth in humans, food chains.                                                                                                                                              | <b>States of matter</b> – compare and group materials which are solids, liquids and gases, changing state through heating and cooling, evaporation and condensation in the water cycle.<br><b>Sound</b> – how sounds are made; vibration, pitch and volume; how sounds get fainter as the distance from sound source increases. | <b>Electricity</b> – identify common electrical appliances; construct simple series circuits; switches, conductors and insulators.<br><b>Living things and their habitats</b> – grouping, classification, and changing environments.                                         |

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| <b>Year 5</b> | <b>Earth and Space</b> – movement and rotation of Earth, Moon and other planets.<br><b>Forces</b> – gravity; air resistance, water resistance and friction; levers, pulleys and gears allow a smaller force to have a greater effect. | <b>Properties and changes of materials</b> – comparing and grouping according to properties; separating through filtering, sieving and evaporating; dissolving, reversible and irreversible changes, changes resulting in the formation of new materials; comparative and fair testing. | <b>Animals, including humans</b> – changes in humans as they age, life processes of reproduction in some plants and animals.<br><b>Living things and their habitats</b> – the differences in life cycles and the reproduction of some plants and animals. |
| <b>Year 6</b> | <b>Light</b> – travelling in straight lines; reflection.<br><b>Humans</b> – human circulatory system and its functions, impact of lifestyle, transportation of nutrients and water in humans and animals.                             | <b>Living things and their habitats</b> – describe and give reasons for classification incl. micro-organisms, plants and animals.<br><b>Evolution and inheritance</b> – adaptation and change; recognise that living things produce offspring of the same kind.                         | <b>Electricity</b> – construct and change components in series circuits; associate brightness and volume with the number and voltage of cells used in the circuit.                                                                                        |