



Harrington Hill Primary School Curriculum Overview

Science

Our Curriculum Drivers

| Curiosity | Environment | Identity & Diversity | Life Skills |
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| Critical thinking Creative thinking Enquiry | Sustainability Locality Community Charity | Religions Equal Opportunities Inclusivity Self-Worth | Independence Problem Solving Resilience Cooperation & Conflict Resolution |
| | Spring 1 | | Spring 2 |
| EYFS | Creepy Creatures | | |
| | Minibeasts | Under the Sea | |
| | Talk about the features of their own immediate environment and how environments might vary from one another (minibeasts' environment). Make observations of animals and their habitats and discuss these with each other. *To show care and concern for living things and their environment. | Compare minibeasts'/own environment to under the sea environment. Make observations of animals and plants under the sea in comparison to minibeasts and discuss similarities and differences between the two. *To show care and concern for living things and their environment. | |
| | <i>Still to be covered in other terms...</i> <ul style="list-style-type: none"> - To begin to be interested in and describe the texture of materials - To develop an understanding of growth and changes over time - To eat a healthy range of food & understand a variety of foods are needed for a healthy diet - Observe the effect of physical activity/ sleep on their bodies | | |
| Year 1 | Nurturing Nature | | |
| | Seasonal Changes | My Garden | |
| | Observe/describe how lengths of day vary and changes across the 4 seasons inc. associated weather. | Identify and name a variety of common plants, describing their basic structure. Identify, name and compare a variety of common animals and their features. | |
| | <i>Still to be covered in other terms...</i> (See National Curriculum Programme of Study for objectives/skills) -Animals including humans -Everyday materials | | |
| Year 2 | Exploring the Unknown | | |
| | The Great Outdoors | Survivors | |
| | Identify habitats and their suitability, describing simple food chains and exploring how plants grow and stay healthy. | Explore how animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival. | |
| | <i>Still to be covered in other terms...</i> (See National Curriculum Programme of Study for objectives/skills) -Plants -Uses of everyday materials | | |
| Year 3 | From Field to Fork | | |
| | Chocolate | Staying Healthy | |
| | Explore where our food comes from ie coca plants to chocolate bar. Identify the functions of different parts of flowering plants, the | Explore animals/humans need for right types and amount of nutrition and where this is found. Identify human/animal skeletons and the purpose of muscles | |

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| | requirements of plants for life and growth and how they vary from plant to plant. Explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal | |
| | <i>Still to be covered in other terms...</i> <i>(See National Curriculum Programme of Study for objectives/skills)</i> -Rocks -Light -Forces and Magnets | |
| Year 4 | Under the Sea | |
| | Oceans | Plastic pollution |
| | Explore life under the sea, identifying and naming a variety of sea life and recognising that living things can be grouped in a variety of ways. | Explore examples of human impact (both positive and negative) on the ocean, recognising that environments can change and that this can sometimes pose dangers to living things. Identify and describe hazards presented in oceans by plastic pollution using scientific evidence to support their findings |
| | <i>Still to be covered in other terms...</i> <i>(See National Curriculum Programme of Study for objectives/skills)</i> -Animals including humans -States of matter -Sound -Electricity | |
| Year 5 | Going Green | |
| | Rainforests | Global Warming |
| | Explore life in the rainforest, recognising that living things can be grouped in a variety of ways. Group, identify and name a variety of living things found in this environment and observe/compare life cycles of plants and animals in their local environment with other plants/animals around the world. | Explore examples of human impact (both positive and negative) on rainforests, recognising that environments can change and that this can sometimes pose dangers to living things. |
| | <i>Still to be covered in other terms...</i> <i>(See National Curriculum Programme of Study for objectives/skills)</i> -Properties and changes of materials -Animals including humans -Earth and Space -Forces | |
| Year 6 | Me, Myself and I | |
| | Our Bodies | Evolution & Inheritance |
| | Identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood. Learn how nutrients/water is transported within animals/humans and recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. | Explore how living things have changed over time, recognising the importance of fossils for providing key information. Learn in more detail about offspring, adaptation and the theory of evolution. |
| | <i>Still to be covered in other terms...</i> <i>(See National Curriculum Programme of Study for objectives/skills)</i> -Living things and their habitats -Light -Electricity | |