



West Hove Infants-‘Aim High and Smile’



Curriculum Overview for Science

The Science curriculum aims to give children the ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings. We aim to provide children with the confidence and competence to understand and use the full range of practical skills as well as taking the initiative in, for example, planning and carrying out scientific investigations. Our planning ensures excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings. Our aim is to provide all children with a passion for science and its application in past, present and future technologies.



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Curriculum Maps

Reception			
Term	Autumn Term	Spring Term	Summer Term
	Magical Me and Honey Pot	I need a hero! And Out of the egg	Great explorers and Splish! Splash! Splish!
Essential Learning Objectives	<ul style="list-style-type: none"> To look closely at similarities, differences and change To talk about features of their environment To make observations of animals and plants To talk about changes and why things occur 		
Range of Opportunities	<ul style="list-style-type: none"> Spider Hunt Seasonal study Making porridge 	<ul style="list-style-type: none"> Ice experiment Our bodies-bones and organs Growing/Plants/Life cycles Making gingerbread men 	<ul style="list-style-type: none"> Fossil hunt Floating and sinking Water cycle



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Year 1			
Areas of Learning	Working scientifically (See below) Biology: <ul style="list-style-type: none"> • Animals including humans • Plants 		Chemistry: <ul style="list-style-type: none"> • Use of everyday materials
Term	Autumn	Spring	Summer
	Wild and Wonderful	Castles and Caves	The Secret Garden
Range of Opportunities	<ul style="list-style-type: none"> • Parts of the human body • 5 senses • Naming and classifying animals. • Comparing features and diet. 	<ul style="list-style-type: none"> • Materials 	<ul style="list-style-type: none"> • Growing beans • Parts of a plant • Bean diary • Jack and the Beanstalk • Minibeasts- Naming and classifying animals.
Specific learning objectives	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Minibeasts • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - Minibeasts



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Scientific working learning objectives
(To be incorporated into all areas of science planning
throughout the year.)

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.



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Year 2			
Areas of Learning	Working scientifically (See below) Biology <ul style="list-style-type: none"> Animals including humans Plants Living things and their habitats 		Chemistry <ul style="list-style-type: none"> Use of everyday materials Physics <ul style="list-style-type: none"> Seasonal changes
Term	Autumn Term	Spring Term	Summer Term
	To Infinity and Beyond	Into the Jungle	Beside the Seaside
Specific learning objectives	<ul style="list-style-type: none"> Materials – Space vehicles 	<ul style="list-style-type: none"> Rainforest plant research Growing plants Plant diary Rainforest animal information text Rainforest animal interactive posters Drusilla's trip Kenya fact finding and The Hunter 	<ul style="list-style-type: none"> PHSE Brighton and Brazil (Rio Beach) Beach trips
	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. observe and describe weather associated with the seasons and how day length varies observe changes across the 4 seasons



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		<ul style="list-style-type: none">• Notice that animals, including humans, have offspring which grow into adults.• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Scientific working learning objectives- to be incorporated into all areas of science planning throughout the year.	<ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways.• Observing closely, using simple equipment.• Performing simple tests.• Identifying and classifying.• Using their observations and ideas to suggest answers to questions.• Gathering and recording data to help in answering questions.		