

Science Curriculum Map

Year Group	Unit Coverage					
EYFS	Colour Ourselves	Celebrations Fairy Tales	People who help us		Animals	
Year 1	Ongoing throughout the year - Seasonal Change throughout the seasons					
	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p><i>(supplemented by Outdoor learning curriculum)</i></p>	<p>Animals including humans Animals including humans (Ext unit)</p> <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 	<p>Materials Materials (Ex Unit)</p> <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 	<p>Plants</p> <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 <p><i>(supplemented by Outdoor learning curriculum)</i></p>		
Year 2.	<p>Living things and habitats.</p> <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 	<p>Materials</p> <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 	<p>Animals including humans Animals including humans (Ext Unit)</p> <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 the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Plants Plants (Ext Unit)</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p><i>(supplemented by Outdoor learning curriculum)</i></p>		

	<p>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</p> <ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including microhabitats • 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 <p><i>(supplemented by Outdoor learning curriculum)</i></p>	<ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 			
<p>Year 3-4 Cycle A</p>	<p>Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how 	<p>Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces 	<p>Animals including humans</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><i>(supplemented by Outdoor learning curriculum)</i></p>	<p>Forces and magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces 	<p>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how

	<p>fossils are formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 		<p>can act at a distance</p> <ul style="list-style-type: none"> observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>they vary from plant to plant</p> <ul style="list-style-type: none"> investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p><i>(supplemented by Outdoor learning curriculum)</i></p>
<p>Year 3-4 Cycle B</p>	<p>Animals including humans - <i>the pupils will need to be taught that animals and humans get the nutrients they require from the food they eat if this is their first cycle</i></p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive 	<p>States of matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, 	<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 	<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change

	<p>system in humans</p> <ul style="list-style-type: none"> • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 	<p>and that this can sometimes pose dangers to living things</p> <p><i>(supplemented by Outdoor learning curriculum)</i></p>	
<p>Year 5-6 Cycle A</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within 	<p>Electricity</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when 	<p>Light</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 	<p>Living things and habitats</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and 	<p>BSW</p> <p>Air pollution</p> <ul style="list-style-type: none"> • Identify the main causes of air pollution. • Identify areas that air quality is likely to be different • Suggest reasons for pollutant levels rising and falling • Explain how air pollution can be reduced • Recall facts and present findings about air pollution

	animals, including humans	representing a simple circuit in a diagram	<ul style="list-style-type: none"> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<i>(supplemented by Outdoor learning curriculum)</i>	plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	
Year 5-6 Cycle B	<p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Properties of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through 	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<p>Living things and habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p><i>(supplemented by Outdoor learning curriculum)</i></p>	<p>Animals including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>BSW</p> <p>Renewable Energy</p> <ul style="list-style-type: none"> Understand the historical context of energy sources on Earth Understand what fossil fuels are and where they come from Learn about the different types of renewable energy Understand the human and environmental impacts of burning fossil fuels Understand how machines can be powered by wind

		<p>filtering, sieving and evaporating</p> <ul style="list-style-type: none">• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic• demonstrate that dissolving, mixing and changes of state are reversible changes• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda				<p>Understand the importance of switching to renewable energy sources.</p>
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