



Science Curriculum Map

	Autumn Term	Spring Term	Summer Term
Year 1	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;"><u>Animals including humans:</u></p> <p>Sorting and classifying animal groups-cut and stick task.</p> <p>Introduce herbivores, carnivores and omnivore– fact sheets/posters.</p> <p>Our body, labelling parts. Our senses.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Materials</u> – identify and sort materials by their properties.</p> <p>Design a waterproof/strong boat for Three Billy Goats Gruff .</p> <p><u>Healthy eating-</u></p> <p>Balanced diet and healthy eating.</p> <p>Design a healthy and unhealthy house for Hansel and Gretel - compare and contrast.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Plants</u> – identifying parts of a plant , deciduous and evergreen and what plants need to grow.</p> <p>Local walk identify and categorising plants within local area.</p> <p>Pictogram of our favourite flowers .</p>
Year 2	<p style="text-align: center;"><u>Science</u></p> <p><u>Materials:</u></p> <p>-understanding materials and their properties.</p> <p>-identifying ways in which materials can be manipulated.</p> <p>-designing, making and evaluating the most ‘fierce choky’.</p> <p>-link to ‘marvellous medicine’ - creating potions with changing states.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Adaptation</u>– How living things have adapted to their environment.</p> <p>-Charles Darwin –identifying habitats through clues</p> <p>–creating own animal –DT/ART link create shoe box habitats for clay creature –how animals grow and their life cycle– basic human needs– animal groups –creating food chains.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Plants</u> investigations– to understand and test what plants needs to live and survive.</p> <p>Plant seeds. Writing/drawing in a diary to show how the plant changes as it grows.</p> <p style="text-align: center;">Observational recordings.</p> <p>Predictions and evaluations of experiments</p>
Year 3	<p style="text-align: center;"><u>Science</u></p> <p><u>Animals, including humans</u></p> <p>Balanced diets – identify the different</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Rocks</u> – compare and group different rocks according to their appearance and properties</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Plants</u>—life cycle, pollination, seed formation and dispersal</p>

	<p>food groups and types</p> <p>Identifying bones and muscles of the body</p> <p>Exoskeletons and endoskeletons</p> <p>Investigation relating to human body</p>	<p>Explain how fossils are formed</p> <p><u>Forces and Magnets</u> –</p> <p>Identify magnetic and non-magnetic materials</p> <p>Magnetic poles</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p>	<p>Name parts and functions of a flowering plant</p> <p>Investigate the way in which water is transported in a plant</p> <p><u>Light</u>— reflection, shadows</p>
Year 4	<p style="text-align: center;"><u>Science</u></p> <p>Autumn 1: <u>Animals including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Food chains, identifying producers, predators and prey</p> <p>Autumn 2: <u>Sound</u></p> <p>Identify how sounds are made</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p><u>Electricity</u> :</p> <p>construct a simple series electrical circuit, including cells, wires, bulbs, switches and</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>States of matter</u> :</p> <p>Solids, liquids and gases</p> <p>Changing state – condensation, evaporation</p> <p>Water cycle</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Living things and their habitats</u></p> <p>Explore and use classification keys</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>

	<p>buzzers</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>		
Year 5	<p><u>Science</u></p> <p><u>Let the Force Be With You!</u></p> <p>· Gravity</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Friction : recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><u>Science</u></p> <p><u>Solar System ,Galaxy and Universe.</u></p> <p>The sun, and other stars</p> <p>The phases of the moon</p> <p>The Planets of the Solar System—fact files, statistics</p> <p>Other features of Space—red dwarves, black holes etc.</p> <p>Man in Space—moon landings, Sir Tim Peake, space stations and satellites</p>	<p><u>Science</u></p> <p><u>Changing Materials</u>—solid, liquid gas</p> <p>Reversible and irreversible change</p> <p>Making solutions and suspensions</p> <p>Separating Materials—sieving, filtering, sorting</p> <p><u>Animals including humans</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p> <p>(Puberty)</p>
Year 6	<p><u>Science</u></p> <p><u>Living things and their habitats</u>—animals in the rainforest.</p> <p>Using keys to help classify animals</p> <p><u>Evolution and inheritance</u>—how have animals adapted to their environment</p>	<p><u>Science</u></p> <p><u>Animals including humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><u>Science</u></p> <p><u>Light</u>—understanding how light travels and how we see.</p> <p><u>Electricity</u>—designing and making circuits, using the recognised symbols</p> <p>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</p>

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