



Science Curriculum Map

| | Autumn Term | | Spring Term | | Summer Term | |
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| Reception | -Weather and seasonal change (daily observations, forest school) -Plants (environments, natural habitats, forest school, naming common plants) -Animals (environments, natural habitats, forest school, naming common animals) -Light (shadows) -Materials (naming common materials, forest school) -Changes in state (observational linked with seasonal change, forest school) | | | | | |
| Year 1 | Seasonal Change -Observe changes across the four seasons. - Observe British birds, along with evergreen and deciduous trees. | Materials -Identify, describe and name a variety of everyday materials. | Seasonal Change -Observe and describe weather, measuring temperature and rainfall. | Plants -Identify and name a variety of common wild and garden plants. -Identify and describe the basic structure of a variety of common flowering plants, including trees. | Animals including humans -Identify, name and group a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify animals in hot/cold places. | |
| Year 2 | Materials -Identify and compare the suitability of a variety of everyday materials. -Identify materials and their uses in everyday life. | | Animals, including humans -Find out about and describe the basic needs of animals, including humans, for survival. -Describe the importance for humans | Plants -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable | Animals, including humans -Notice that animals, including humans, have offspring, which grow into adults. -Describe the life cycles of animals. | Living things and their habitats -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic |

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| | | | of exercise, eating the right amounts of different types of food, and hygiene. | temperature to grow and stay healthy. | | needs of different kinds of animals and plants. |
| Year 3 | Forces and Magnets -Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act as a distance. Observe how magnets attract or repel each other. Describe magnets as having two poles. -Magnetic board game – using what we have learnt about magnets to create our own magnetic board game. | | Rocks -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed. -Recognise that soils are made from rocks and organic matter. | Plants -Identify and describe the functions of different parts of flowering plants. -Explore the requirements of plants for life and growth. - Investigate the way in which water is transported within plants. | Animals, including humans -Identify that animals, including humans, need the right types and amount of nutrition. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Light -Recognise that we need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces and shadows are formed when light is blocked. -Recognise that light from the sun can be dangerous. |
| Year 4 | Living things and their habitats -Recognise that living things can be grouped in a variety of ways and use classification keys to help group them. - Recognise that environments can change and that this can sometimes pose dangers to living things. | States of matter -Compare and group materials together (solids, liquids or gases). -Observe that some materials change state when they are heated or cooled. -Identify the part played by evaporation and condensation in the water cycle. | Animals, including humans -Simple functions of the basic parts of the digestive system in humans. -Identify the types of teeth in humans and their simple function. -Food chains – identifying producers, predators and prey. | Sound -Identify how sounds are made. -Recognise that vibrations from sounds travel through a medium to the ear. -Find patterns between the pitch of a sound and the volume of a sound. -Recognise that sounds get fainter as distance from the source increases. | Electricity -Identify common appliances that run on electricity. -Construct a simple series electrical circuit. Identify whether or not a lamp will light in a simple series circuit. -Recognise that a switch opens and closes a circuit. -Recognise some common conductors and insulators. | Scientists and Inventors -Research a variety of famous scientists and inventors, finding out what contributions they made to Science and how their discoveries are influencing Science today. |
| Year 5 | Forces -Explain that unsupported objects fall towards the Earth because of the force of gravity. | Earth and space -Describe the movement of the Earth, and other planets, relative to the Sun. | Properties and changes of materials -Compare and group together everyday materials. | Living things and their habitats -Describe the differences in the life cycles of a mammal, an | Animals including humans -Describe the changes as humans develop to old age. | Scientists and Inventors -Research a variety of famous scientists and inventors, finding out what contributions they made to Science and |

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| | <ul style="list-style-type: none"> -Identify the effects of air resistance, water resistance and friction. -Recognise that some mechanisms allow a smaller force to have a greater effect. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Know that some materials will dissolve in liquid and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gases to decide how mixtures might be separated. -Demonstrate that some processes are reversible changes, and some are irreversible changes. | <ul style="list-style-type: none"> amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals. | | <ul style="list-style-type: none"> how their discoveries are influencing Science today. |
| Year 6 | <p style="text-align: center;">Light</p> <ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines and use this idea 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. -Explain why shadows have the same shape as the objects that cast them. | <p style="text-align: center;">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. -Use recognised symbols when representing a simple circuit in a diagram. | <p style="text-align: center;">Living things and their 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. -Give reasons for classifying plants and animals based on specific characteristics. | <p style="text-align: center;">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. | <p style="text-align: center;">Evolution and Adaptation</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 plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | |