

Science Curriculum Map

Year						
1	<p>Seasonal Change</p> <p>Observe changes across the four seasons Observe and describe changes to the weather associated with the seasons and how the day length varies.</p>	<p>Everyday Materials</p> <p>Distinguish between an object and from the material it is made. Identify and name a variety of everyday materials Describe the simple properties of a variety of everyday materials. Find out how the shapes of some solid objects can be changed.</p>	<p>Everyday Materials</p> <p>Distinguish between an object and from the material it is made. Identify and name a variety of everyday materials Describe the simple properties of a variety of everyday materials. Find out how the shapes of some solid objects can be changed.</p>	<p>Seasonal Change</p> <p>Observe changes across the four seasons Observe and describe changes to the weather associated with the seasons and how the day length varies.</p>	<p>Plants</p> <p>Identify and name a variety of common plants Identify and describe the basic structure of a variety of common flowering plants.</p>	<p>Animals, including humans</p> <p>Identify and name a variety of common animals in the 5 groups Carnivores, herbivores and omnivores Compare the structure of a variety of animals including pets</p>

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2	<p>All living things and their habitats</p> <p>Explore and compare living, dead and things that have never been alive.</p> <p>Identify habitats to which animals are suited and how the habitats provide for their basic needs</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain food from plants and other animals, using simple food chains and identify and name different sources of food.</p>	<p>All living things and their habitats</p> <p>Explore and compare living, dead and things that have never been alive.</p> <p>Identify habitats to which animals are suited and how the habitats provide for their basic needs</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain food from plants and other animals, using simple food chains and identify and name different sources of food.</p>	<p>Uses of everyday materials</p> <p>Identify and compare the uses of everyday materials</p> <p>Compare how things move on different surfaces.</p>	<p>Uses of everyday materials</p> <p>Identify and compare the uses of everyday materials</p> <p>Compare how things move on different surfaces.</p>	<p>All living things and their habitats</p> <p>Explore and compare living, dead and things that have never been alive.</p> <p>Identify habitats to which animals are suited and how the habitats provide for their basic needs</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain food from plants and other animals, using simple food chains and identify and name different sources of food.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow</p>
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3	<p>Light</p> <p>Recognise light needed for seeing and that it is reflected from different surfaces Explore shadows and find patterns that determine the size of shadows Identify the dangers of sunlight</p>	<p>Forces and Magnets</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others. Compare and group materials on the basis of whether they are attracted to a magnet Describe magnets as having two poles Predict whether two magnets will attract or repel each other</p>	<p>Plants</p> <p>Functions of parts of plants Requirements of plants for life and growth and how they vary from plant to plant Investigate the way 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>	<p>Rocks</p> <p>Compare and group different rocks based on their appearance and simple physical properties</p> <p>Describe in simple new terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Rocks</p> <p>Compare and group different rocks based on their appearance and simple physical properties</p> <p>Describe in simple new terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Animals and including humans</p> <p>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</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>
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4	<p>Sound</p> <p>Identify how sounds are made, associating them with vibrations 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.</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity Construct a series of simple circuits, identifying and naming basic parts, including cells, wires, bulbs, buzzers and switches. Identify whether or not a lamp will light in a series circuit Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Animals, including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans Identify different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Living Things and their Habitats</p> <p>Recognise that environments can change and that this can pose dangers to living things. (Text – Window) Use classification keys to assign living things found in the local and wider environment to groups</p>	<p>States of Matter</p> <p>Compare and group materials according to whether they are solids, liquids and gases Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Sound</p> <p>Identify how sounds are made, associating them with vibrations 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.</p>
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5	<p>Animals, including humans</p> <p>Describe the changes as humans develop from birth to an old age</p>	<p>Living things and their habitats</p> <p>Describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms plants and animals.</p>	<p>Properties and Changes of Materials.</p> <p>Compare and group materials based on evidence from comparative and fair tests, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through, filtering, sieving and evaporating</p> <p>Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not normally reversible, including changes associated with burning and the reaction of acid on bicarbonate of soda.</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs and allow a smaller force to have a greater effect.</p>	<p>Earth and Space</p> <p>Describe the movement of the earth and other planets, relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night.</p>
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6	<p>Evolution and Inheritance</p> <p>Recognise that living things have changes 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.</p>	<p>Light</p> <p>Understand 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 our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>	<p>Electricity</p> <p>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 variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when presenting a simple circuit in a diagram.</p>	<p>Electricity</p> <p>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 variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when presenting a simple circuit in a diagram.</p>	<p>Animals including humans</p> <p>Identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body functions Describe the way in which nutrients and water are transported within animals, including humans.</p>	<p>Living things and their habitats</p> <p>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>
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