Science Curriculum Map

Year Group	Cycle A		Cycle B	
	Topic and strands	Objectives	Topic	Objectives
Year 1/2	Yr1 Plants *Naming and structure* (Biology) Yr1 Seasonal Changes *Changes and weather* (Physics)	❖ 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. ❖ Observe changes across the four seasons. ❖ Observe and describe weather associated with he seasons and how day length varies	Year 1 Animals including humans *Naming animals and body parts* (Biology)	❖ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ❖ Identify and names a variety of common animals that are carnivores, herbivores and omnivores
	Yr1 Materials *Names and properties of simple materials* (Chemistry) Yr2 Use of everyday materials *Suitability and changing shapes of materials* (Chemistry)	❖ Distinguish between an object and the material it is made from ❖ Identify, name and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Yr 1 & 2 combined) ❖ Describe the simple physical properties of a variety of everyday materials ❖ Compare and group a variety of everyday materials on the basis of their simple physical properties ❖ 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 objectives made from some materials can be changed by squashing, bending, twisting and stretching.	Yr2 Living things and their habitats *Suitable habitats / simple food chains* (Biology)	❖ Explore and compare the difference between things that are living, dead, and things that have never been alive ❖ Identifying that most living tings 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 ❖ Describe how animals obtain their food from plants and other animals, using the idea of simple food chain, and identify and name different sources of food
	Yr2 Plants *Growing conditions for seeds and bulbs* (Biology)	❖ 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	Year 2 Animals including humans *Health and growth* (Biology)	❖ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ❖ Notice that animals, including humans, have offspring which grown into adults

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				❖ 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.
Year 1/2 Scientific Skills	❖ 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 record simple data to help answer question ❖ Carryout a whole investigation process and write in class scrapbook once a year.			

Year 3/4	**Cycle A**		**Cycle B**	
	Topic	**Objectives**	**Topic**	**Objectives**
	Yr3 Rocks *Simple properties, rocks, soils* (Chemistry) 10 hours	❖ 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 when things have lived are trapped within a rock ❖ Recognise that soils are made from rocks and organic matter	Yr3 and 4 Animals including humans *Skeletons, teeth, eating and digestion* (Biology) 20 hours	❖ Identify that animals, including humans, needs 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 ❖ Describe the simple functions of the basic parts of the digestive system in humans ❖ 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 ❖ Describe the simple functions of the basic parts of the digestive system in humans ❖ 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
	Yr4 Living things and their habitats *Grouping and simple classifying / changes to*	❖ Recognise that living things can be grouped in a variety of ways ❖ Explore and use classification keys to help groups, identify and name a variety of living things in their local and wider environment	Yr 4 States of matter *Solids, liquids and gases, heating and cooling, water cycle*	❖ Compare and group materials together according to whether they are solids, liquids and gases ❖ Observe that some materials change state when they are heated or cooled, and measure research the temperature at which this happens in degrees Celsius (°C)

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	habitats can pose dangers (Biology) 15 hours	❖ Recognise that environments can change and that this can sometimes pose dangers to living things	(Chemistry) 8 hours Yr 3 Plants *Functions of plants and life cycles* (Biology) 7 hours	❖ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature ❖ Identify and describe the functions of different parts of a flowering plant: 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 they can vary from plant to plant ❖ Investigate the way in which water is transported within plants ❖ Explore the parts that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal ❖
	Yr3 Forces and magnets *Friction – how things move on different surfaces, magnets* (Physics) 10 hours Yr4 Electricity *Simple circuits, switches, conductors and insulators* (Physics) 10 hours	❖ Compare how things move on different surfaces ❖ 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 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 two poles ❖ Predict whether two magnets will attract or repel each other, depending on which poles are facing ❖ 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 ❖ Identifying whether or not a lamp will light in a simple series circuit, based on whether or not a lamp lights in a simple series circuit ❖ Recognise some common conductors and insulators, and associate metals with being good conductors	Yr 3 Light *Dark is the absence of light, size of shadows* (Physics) 5 hours Yr 4 Sound *Sounds fade further away, vibrations, pitch and volume* (Physics) 5 hours	❖ 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 ❖ Recognise that light form 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 a solid object ❖ Find patterns in the ways that the size of shadows change ❖ Identify how sounds are made, associating some of them with something vibrating ❖ Recognise that vibrations from sounds travel through a medium to the ear ❖ Find patterns between 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 source increases

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Year 3/4 Scientific Skills	❖ Asking relevant questions and using different types of scientific enquiries to answer them ❖ Setting up simple practical enquiries, comparative and fair tests ❖ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ❖ Gathering, recording, classifying and presenting data in a variety of ways to help answering questions ❖ Recording and findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ❖ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ❖ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 7 ❖ Identifying differences, similarities or changes related to simple scientific ideas and processes ❖ Using straightforward scientific evidence to answer questions or to support their findings

Year Group	Cycle A		Cycle B	
	Topic	**Objectives**	**Topic**	**Objectives**
Year 5/6	Yr6 Living things and their habitats *Classifying including micro-organisms* (Biology) 8 hours Year 6 Electricity *What affects bulb brightness and buzzer volume plus voltage, symbols* (Physics) 9 hours	❖ 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 ❖ Associate the brightness of a lamp or a volume of a buzzer with the number and voltage of cells used in the circuit ❖ Compare and give reasons for variations in how component function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches Use recognised symbols when representing a simple circuit in a diagram	Yr5 Properties and changes of materials *More properties including thermal and electrical conductivity, mixing and separating, reversable and irreversible* (Chemistry) 11 hours Yr6 Light *Travels in straight lines, how we see things* (Physics)	❖ 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 filtering, sieving and evaporation ❖ 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 ❖ 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

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			6 hours	❖ 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
	Yr5 Forces *Gravity, friction, air-resistance. Levers, pulleys and gears* (Physics) 10 hours	❖ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between Earth and falling object ❖ Identify the effects of air resistance, water resistance, and friction, that act between moving surfaces ❖ Recognising that mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect	Yr5 Living things and their habitats *Life cycles and reproduction* (Biology) Yr5 Animals including humans *Changes in humans as they grow* (Biology) 10 hours	❖ Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird ❖ Describe the life process of reproduction in some plants and animals ❖ Describe the changes as humans develop to old age
	Yr6 Animals including humans *Circulatory system, functions of heart, blood vessels and blood, health, water transport in animals* (Biology) 18 hours	❖ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, bloods 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 animals, including humans	Yr5 Earth and Space *Solar system, day and night* (Physics) 9 hours Yr6 Evolution and inheritance *More about fossils and adaptation* (Biology) 9 hours	❖ 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 ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky ❖ 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

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Year 5/6 Scientific Skills	❖ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ❖ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ❖ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ❖ Using test results to make predictions to set up further comparative and fair tests ❖ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ❖ Identifying scientific evidence that has been used to support or refute ideas or arguments