

SCIENCE CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Cycle A	The Natural World *Recognise the changes of plants and the world throughout the season of Autumn. *To describe what they see, hear and feel whilst outside. *Identifies animals that hibernate throughout the Winter. *Talks about Harvest time and how the festival is celebrated. *To identify animals and their babies.	The Natural World *Begin to understand the need to respect and care for the natural environment and all living things. *To identify animals that are nocturnal and different features. E.g. hedgehogs		The Natural World *To recognise signs of Spring. *Recognise the changes that can be made to protect our world.	The Natural World *To understand the effect of changing seasons in the natural world around them. *To understand where food comes from (Lincolnshire-British) *To plant a sunflower and understand the life cycle of a seed. * Explore the natural world around them, making observations and drawing pictures of animals and plants.	The Natural World *To recognise signs of summer. *To know what a wedding is (How it looks in different religions) *Recognise some environments that are different to the one in which they are in. *Draw information from simple maps- local environment. *To explore the natural world around them E.g. Floating, sinking, ice melting, freezing, magnetism, light travelling through transparent materials.
KS1 CYCLE A	<u>Animals and humans</u> <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) 		<u>Everyday materials</u> <ul style="list-style-type: none"> Name everyday materials. E.g. wood, plastic, glass, water, etc. Identify the uses of everyday materials. Describe simple physical properties (everyday materials) Compare and group materials. 		<u>Living thing and this habitats</u> <ul style="list-style-type: none"> Living things – comparison to dead and things that have never lived. Habitats – suited to each living things. Name variety of plants and animals + habitats (including micro-habitats). Simple food chains. Name different food sources. 	

	<ul style="list-style-type: none">notice that animals, including humans, have offspring which grow into adultsfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)	<ul style="list-style-type: none">How shapes of solid objects can be changed by squashing, bending, twisting, etc.		
KS1 CYCLE B	Human Body <ul style="list-style-type: none">Basic human body parts – name, draw and label.Identify which parts of body associated with senses.Importance of exercise, diet (including food types), hygiene.	Seasonal Changes <ul style="list-style-type: none">Observe the four seasons.Describe weather associated with the seasons.Length of day varies.	Plants <ul style="list-style-type: none">Identify common garden plantsBasic structure of plants and trees.Seeds and bulbs – how they grow.Requirements of plants – water, light, etc	
YEAR 3 /4 CYCLE A	Fossils, Rocks and soils Dinosaur Topic (possible) <ul style="list-style-type: none">Compare and group types of rocks.Fossil formationHow soils are made.	States of matter <ul style="list-style-type: none">Comparing and grouping materials and material change of stateMelting chocolate – compare melted and not melted chocolate (heating and cooling)	Water cycle (States of Matter) States of matter – just evaporation and condensation	
			Plants <ul style="list-style-type: none">Identify parts of plants (roots, stem/trunk, leaves and flowers)Functions of parts of plants. Science Week	
			Plants <ul style="list-style-type: none">Requirements of plant life and growth.Transportation of water within plants.Flowers – pollination, seed dispersal, etc.	Scientific Enquiry Focus

YEAR 3 /4 CYCLE B	Forces and magnets <ul style="list-style-type: none"> • Friction + surfaces • Magnetic force • Magnetic objects – group and compare • Magnetic poles • Attraction and repelling. 	All living things Animals and Humans and habitats <ul style="list-style-type: none"> • Skeleton and muscles (support, protection and movement) • Group living things in variety of ways • Classification • Identify living things in local and wider environment. • Environments changing causing danger to living things. 	Light <ul style="list-style-type: none"> • Recognise darkness is the absence of light. • Reflection of light • Sun safety • Shadows • Size of shadows. 	Animals, including humans. <ul style="list-style-type: none"> • Nutrition • Digestive system (simple functions) • Teeth – functions • Food chains – producers, predators, prey. 	Sound <ul style="list-style-type: none"> • Vibration (how sound is made) • Ears - vibrations • Pitch and volume (how they are created) • Impact of distance on volume. 	Electricity <ul style="list-style-type: none"> • Common appliances • Simple circuits (cells, wires, bulbs, etc). • Complete circuits – lighting up bulbs) • Open and closed circuits • Conductors and Isolators. •
YEAR 5/6 CYCLE A	Living things and their habitats <ul style="list-style-type: none"> • Classification of animals • Reproduction of animals • Differences in life cycles of animals 		Forces <ul style="list-style-type: none"> • Gravity • Air resistance • Water resistance • Friction • Levers and pulleys • Magnetic force 	Plants <ul style="list-style-type: none"> • Reproduction of plants • Classification of plants 	Earth and Space <ul style="list-style-type: none"> • Movement of the Earth • Movement of the moon • Spherical bodies • Day and Night 	Light & shadows <ul style="list-style-type: none"> • How light travels • The eye • Reflection • How shadows are formed • Transparency of materials

YEAR 5/6 CYCLE B	Materials <ul style="list-style-type: none"> • Hardness of materials • Dissolving to form a solution • Separation of substances • Reversible and Irreversible changes 	Electricity <ul style="list-style-type: none"> • Voltage within a circuit • Use recognised symbols in diagrams. • Components e.g. bulbs, buzzers, switches – variations of functions. 	Animals including Humans <ul style="list-style-type: none"> • Changes due to old age • Circulatory system 	Properties and changes of materials <ul style="list-style-type: none"> • Identifying properties of materials • Transparent, translucent and opaque • Conductivity of materials • Magnetic properties 	Evolution/ Inheritance/Adaptation <ul style="list-style-type: none"> • Inheritance – offspring sharing characteristics • Adaptation - Animals and plants adapted to environment. • Evolution – Living things changing over time. 	
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