Curriculum Map: Science

The Curriculum map shows the subject focuses for each year group based on the National Curriculum. Focuses have been selected based on progression in knowledge and skills as well as opportunities for cross-curricular links where possible.
For EYFS, Development Matters and Birth to 5 Matters has been used to demonstrate the early skills covered for each curriculum area as they work towards the statutory ELGs by the end of EYFS in preparation for the National Curriculum in KS1.

Primary Scientific Disciplines:

Some units incorporate more than one scientific discipline. The sceintific disciplines are woven throughout the curriculum content we teach.

Biology	Chemistry	Physics
Biology is a natural science discipline that studies living things.	Chemistry is a branch of science that studies what everything is made of and how it works.	Physics is the study of matter, motion, force, and energy.

Yearly overview KS1 (National Curriculum)

	Autumn 1	Autumn 2	Spirng 1	Spring 2	Summer 1	Summer 2
Year 1	Humans Seasonal changes	Materials Seasonal changes	Materials Seasonal changes	Plants Seasonal changes	Plants Seasonal changes	Animals Seasonal changes
Year 2	Humans Seasonal changes	Animals Seasonal changes	Plants Seasonal changes	Living things and their habitats	Living things and their habitats Seasonal changes	Materials Seasonal changes

Curriculum breakdown overview across school

Term	F1	F2	Year 1	Year 2
Autumn 1	Looking at basic parts of our face through observational paintings. Exploring through the senses. Exploring simple different textures e.g. hard/soft What might we find in the home? Animals and objects.	Looking at our faces through observational paintings. Learning about ourselves through our senses. Noticing signs of Autumn What animals live in the woodland?	**Humans**: Identify main parts of the body – draw around peers on large paper and label. 5 senses association experiments. **Seasonal changes**: Autumn, clocks change	**Humans**: 5 senses in relation to safety, human changes over time - human lifecycle linear flow chart, healthy lifestyle **Seasonal changes**: Autumn in the UK, Spring in the southern hemisphere
Autumn 2	Experimenting with hot and cold. Noticing basic signs of winter – cold etc.	Experimenting with melting and freezing. Name an animal that lives in the polar regions.	**Materials**: Natural/manufactured materials, types of materials, simple properties of materials: hard,	**Animals**: Identifying features of carnivores, herbivores and omnivores and animal needs for

		Noticing signs of Winter.	smooth etc. Sort and compare. Identify basic things they are used for. Material hunt in school. Simple report using drawings and labels to show results of natural/manufactured materials found. **Seasonal changes**: Winter. Observational changes.	survival. Experiment using sharp resources, blunt resources and a hybrid of the two to represent teeth of each animal from each group. Write conclusions. Create a food chain using a flow chart. Written reports. **Seasonal changes**: Winter solstice. Winter in the UK/ northern hemisphere - Summer in the southern.
Spring 1	Building with different materials, mostly adult directed e.g. house for character/Great wall of China.	Building with a variety of materials linked to a traditional tale. RNIB bird watching.	**Materials**: Properties of materials and their suitability for certain things, magnetic/nonmagnetic, reversible states of change. Make predictions. Simple report on which materials suit certain objects. Box model style using pictures and labels. **Seasonal changes**: Winter. Snow/ice	**Plants**: Plant rose bulbs. Observational drawing of each stage of growth with written commentary for each stage. Have several control groups: no water, water and light etc. Simple graph to show growth for each control group. **Seasonal changes:** Winter. How to keep safe in winter. Posters and research.
Spring 2	Lifecycles of a chick observation. Naming animals and their babies. Looking at the difference between some animals e.g. animals that fly and animals that stay on the land. Looking at signs of Spring in the Nursery garden and watering the plants/flowers. What might we find in the garden? animals and objects Lifecycle of a caterpillar - observation.	Lifecycle of a chick reporting. Naming and grouping animals according to physical criteria. Growing cress. Looking at a daffodil through observational drawing and spotting in the environment. Spring walk in local environment. Which animals live on the farm? Noticing signs of Spring.	**Plants**: Parts of a plant – real plants to observe and identify. Plant hunt. Comparing plants. Observational drawings and labelling. Planting sunflowers in pots. Observational drawings for each growth stage. Simple conclusion. **Seasonal changes**: Spring. Clocks change **SCIENCE WEEK**	**Living things and their habitats**: Science project! Make a habitat suitable for one animal of choice. Research why certain living things are suited to certain habitats. Provide examples and create a fact file. Identifying main features of each habitat and how they are different. Present fact files in groups.

	Noticing basic signs of spring.	Searching for bugs and using tick lists. Lifecycles of a butterfly – reporting. Growing beans. Looking at a daffodil through observational drawing and spotting in the environment. **SCIENCE WEEK**		**SCIENCE WEEK**
Summer 1	Exploring magnets in continuous provision.	Magnets – making simple predictions. Looking for plants/flowers/trees using tick lists.	**Plants**: Continue observational drawings for sunflower growth stages. Identify evergreens and deciduous trees. Labels/captions. **Seasonal changes**: Evergreens and deciduous trees relating to seasons. Spring/summer transition	**Living things and their habitats**: Create a micro habitat. Observe over time. Which creatures have inhabited it? Why? Written conclusions and photos. Flow chart food chain for plants linked to how the sun provides energy to plants, animals eat them etc in a circle of life style. Living and dead things comparisons. **Seasonal changes**: Spring in the UK, Autumn in the southern hemisphere.
Summer 2	What might we find at the beach? animals and objects. Exploring floating and sinking in continual provision. Noticing basic signs of summer – hot etc.	Matching natural objects to where they come from. Which animals live in the sea? Floating and sinking – making predictions about materials. Noticing signs of summer.	**Animals**: Classifying and sorting basic animal groups, carnivores, herbivores, omnivores, animal features. Verbal report. Frog lifecycle sequencing using pictures and observing in reality. **Seasonal changes**: Summer	**Materials**: Similarities of materials and multiple possible uses depending on properties. Experiment for different properties and written report. Tally chart of how many materials we are experimenting with are waterproof, opaque etc and compare. Are most materials waterproof, opaque…?

			Seasonal changes consolidation . Create a simple graph to show weather trends through the year.	Irreversible states of change: popcorn popping with heat **Seasonal changes**: Summer solstice. Summer in northern hemisphere, winter in southern hemisphere. Create a simple graph to show weather differences between the two hemispheres.