		<u>1a</u>	<u>1b</u>	2a	2b	3a
age 1	Year 1	Our Animals and Our Pets- Human Body and Common Animals		<u>Wonderful Weather</u> - Seasonal Changes <u>(Y5)</u>	<u>What's Growing in Our</u> <u>Garden?</u> -Plants	
Key Stage	Year 2	<u>Living things</u> - survival	<u>Materials Matter</u> Uses of Everyday Materials and their properties	Living things and their habitats and offspring	<u>Ready, Steady, Grow!</u> Growing Plants	<u>Living things and healthy</u> <u>lifestyles</u>
y Stage Z	Year 3	<u>Movement and Feeding-</u> Nutrition, Skeletons and Muscles	<u>Rocks and Fossils (Y6)</u>		<u>Roots, Shoots, Flowers,</u> <u>Fruits and Seeds.</u>	Forces and Magnets (Y5)
Lower Key Stage	Year 4	<u>Human Nutrition-</u> Digestive System, Teeth and Food Chains		<u>Listen Up!</u> Sound	<u>Help Our Habitats</u> -Dangers to Living Things- plants and animals	<u>It's Electricity (Y6)</u>
y stage z	Year 5	<u>Life Explorers</u> -Human Life Cycle	<u>Out of this world!</u> Earth and Space (Y1)		<u>Life Cycles of Plants and</u> <u>Animals</u>	<u>May the force be with you</u> Forces (Y3)
upper key stage	Year 6	<u>The Game of Survival-</u> Evolution and Inheritance (Y3)	Our Bodies-Human Circulatory System, Impact of diet, drugs and lifestlye	Light (Yr 2)	Classification Connoisseurs- Classifying Living Things- Plants, Animals and Micro- organisms	<u>Electric Celebrations</u> - Electricity (Y4)

5 describe the changes as humans develop to old age.

6 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

Plants (and some animals!)

- 1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- 2 observe and describe how seeds and bulbs grow into mature plants explore and compare the differences between things that are living, dead, and things that have never been alive
- 3 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 4 recognise that living things can be grouped in a variety of ways
- 5 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- 6 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants

## Materials

- 1 distinguish between an object and the material from which it is made
- 2 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- 4 compare and group materials together, according to whether they are solids, liquids or gases
- 5 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response t

## Light

3

6

	1
:	2
:	3 recognise that they need light in order to see things and that dark is the absence of light
4	4
!	5
	6 🛿 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 int

# Day and Night

1	observe changes across the four seasons
2	
3	
4	
5	describe the movement of the Earth, and other planets, relative to the Sun in the solar system
6	

#### **Rocks and Evolution**

1
2
3 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
4
5
6 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 liv

Electricity

1	
2	
3	
4	identify common appliances that run on electricity
5	
6	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 compo

Forces

been alive

into the eye

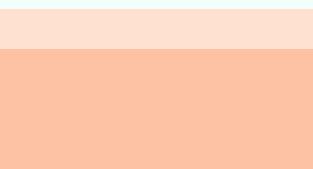
/ing things p

onents fun

	2
3	3 compare how things move on different surfaces
2	4
5	5 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
6	5
	Sound
1	1
2	
3	
2	4 identify how sounds are made, associating some of them with something vibrating
Ę	
6	5



Science Curriculum Map
Term
3b
Let's Build!-Everyday Materials
Materials - What makes them change? (squash, bend, twist and stretch)
State of Matter
Properties and Changes of Materials
lifestyle on the way their bodies function 🛙 describe the ways in which nutrients and water are transported within animals, including humans.



and animals	
to magnets	
e 🛙 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 expla
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 c	different ways

ction, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 🛛 use recognised symbols when representing a simple circuit in a diagram.

lain why shadows have the same shape as the objects t
ys and that adaptation may lead to evolution.

