

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

Animals including Humans

- 1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish,
- 2 notice that animals, including humans, have offspring which grow into adults
- 3 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
- 4 describe the simple functions of the basic parts of the digestive system in humans
- 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
- 3
- 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 to heat
- 6

Light

- 1
- 2
- 3 recognise that they need light in order to see things and that dark is the absence of light
- 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 into the eye

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 living things p

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 components function

Forces

- 1

2

3 compare how things move on different surfaces

4

5 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

6

Sound

1

2

3

4 identify how sounds are made, associating some of them with something vibrating

5

6

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

o 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 explain why shadows have the same shape as the objects t

roduce 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.

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.

