



St Mary's Catholic Primary School and Nursery

Science Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Who am I</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p>	<p>Once upon a Time</p> <p>Forest School – Commenting and exploring the outdoor environment</p>	<p>Who lives under the sea?</p> <p>Explore how things work. Explore and talk about different forces they can feel.</p>	<p>Fantastic Food</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p>	<p>What is it like in the Sky?</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>In the Beginning</p> <p>Show interest in different occupations</p>
Reception	<p>All About Me</p> <p>Learning about our body parts and facial features.</p> <p>Exploring our senses and learning about some internal organs</p>	<p>Traditional Tales</p> <p>Forest School – Commenting and exploring the outdoor environment. Changes in season – leaves falling.</p>	<p>Amazing animals</p> <p>How are animals adapted to suit their environment?</p> <p>What can we do here to take care of animals?</p> <p>Comparing animals and their habitats.</p>	<p>Come Outside</p> <p>Describe and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Learn about what a palaeontologist is and how they</p>	<p>Transport</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p>	<p>God's World</p> <p>Explore contrasting landscapes. How does temperature effect the environment?</p> <p>Introduce the children to concepts such as recycling and how we can</p>



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	Learning how to take care of our body		Noticing adaptations	explore really old artefacts.		take care of our world.
Year 1	Everyday materials & Seasonal Changes Distinguish between an object and the material from which it is made . Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Discuss and identify the properties of a variety of everyday materials.		Animals including humans & Seasonal Changes Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name common animals including fish, reptiles, birds, mammals and amphibians.		Plants & Seasonal Changes Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Animals including humans & Seasonal Changes Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Year 2	Animals including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats	Everyday materials 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 objects made from	Plants 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.	Scientific Enquiry 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	



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		provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	some materials can be changed by squashing, bending, twisting and stretching.		their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	
Year 3	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>Animals including Humans</p> <p>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.</p>	<p>Light</p> <p>Recognise that light is needed in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Forces – Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants</p> <p>Explore and describe the requirements of plants for life and growth and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p>	



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				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	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Year 4	<p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and</p>	<p>Electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Animals including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes</p>



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	condensation in the water cycle and associate the rate of evaporation with temperature				pose dangers to living things
Year 5	<p>Circle of Life (Living things and their habitats)</p> <p>Describe the life processes of reproduction in some plants.</p> <p>Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Compare the life-cycles of different mammals.</p> <p>Research an English broadcaster and naturalist.</p> <p>Describe the life process of reproduction in some animals.</p>	<p>Material World (Properties and change of materials)</p> <p>Identify the properties of a range of materials and explain their uses.</p> <p>Explore the processes behind making and separating mixtures.</p> <p>Use relevant scientific language when explaining my ideas about dissolving and separating.</p> <p>Classify changes in materials as reversible or irreversible.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p>	<p>Out of this world (Earth and Space)</p> <p>Learn how the planets in our Solar System are organised.</p> <p>Use mathematics to model the dimensions of our Solar System.</p> <p>Describe the movement of the Earth and Moon relative to the Sun in our Solar System.</p> <p>Identify scientific evidence that has been used to support a theory.</p>	<p>Growing Up and Getting Old (Animals, including humans)</p> <p>Collect and compare data on average heights as we grow up.</p> <p>Describe some of the changes that happen as humans develop.</p> <p>Compare and analyse the gestation periods of different animals.</p> <p>Look at the changes that</p>	



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					happen as we get older.
Year 6	<p>Evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the our eyes.</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches diagram.</p>	<p>Living Things and their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Human Body</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>