

## Science Curriculum Map Primary

W S	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>R</b>	Showing curiosity of things, they have observed.	Making comments through observations.	Looking at similarities and differences between environments. Caring for the environment.	Comparing plants and their growth.	Research skills and being able to identify animals.	Exploration of materials.
<b>1</b>	Using observations to answer questions.	Gathering and recording data.	Performing simple tests.	Identifying and classifying	Identifying and classifying	Observing closely using equipment.
<b>2</b>	Observing closely, using simple equipment. Identifying and classifying. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. observing closely, using simple equipment. Identifying and classifying Using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking simple questions and recognising that they can be answered in different ways. Performing simple tests Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions..	Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.
<b>3</b>	Asking questions/observations Matching fossils and animals	Gather/record/classify Organising rocks into categories/tables	Identifying/Recording/Reporting Investigate the way water is transported in a variety of plants	Presenting data /Reporting findings Investigate food chains and nutrients	Observations/measuring in standard units/recording data Investigate shadows/reflections	Observations/Recording data/Reporting – introduction to a fair test Parachutes Investigate friction surface types
<b>4</b>	Asking relevant questions Record findings Report using oral and written explanations, displays or presentations of results and conclusions Identifying differences, similarities or changes	Ask relevant questions Set up simple practical enquiries. Comparative and fair tests. Observe and measure using standard units Record findings Reporting on findings Use results to draw simple conclusions, make predictions Use straightforward scientific evidence to answer questions or to support their findings. .	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways. Recording Reporting on findings Use results to draw simple conclusions, make predictions Identify differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	Asking simple questions and recognising that they can be answered in different ways Observe closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Asking relevant questions. Setting up simple practical enquiries, comparative and fair tests. Record findings Reporting on findings Using results to draw simple conclusions, Make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes	Ask relevant questions Make systematic and careful observations. Record Identify differences, similarities or changes related to simple scientific ideas and processes

<b>5</b>	Identify & classify – stages of human life cycle. Compare – similarities & differences.  Research- changes during life cycle.	Fair Tests - gravity Comparative Tests – linked to air resistance and friction of surfaces. Present results identify & discuss anomalies	Research Pattern seeking – movement of the planets (link to sizes) Identify & classify – phases of the moon. Identify scientific evidence.	Compare & group materials Fair test, recording data & results.	Compare & group materials Fair test, recording data & results. Make predictions and Use test results to report and present findings.	Identify & classify – stages of life cycles. Compare – similarities & differences.  Research- changes during life cycle.
<b>6</b>	Planning a scientific enquiry to answer a question: pulse test. Use test results to make predictions. Report and present findings and explain trust in results.	Planning a scientific enquiry to answer a question: microbes test. Measure and record results.	Identify scientific evidence that has been used to support ideas or arguments.			Planning a scientific enquiry to answer a question: comparing distance of light source to size of shadow. Measure and record results. Taking measurements: observing light phenomena.

Science Knowledge	T1	T2	T3	T4	T5	T6
N	Autumn and weather changes.	Winter changes	Which material is best to use to build a house?	How plants change growing sunflowers	Caring for animals in the environment	Where are different countries and places that we go on holiday.
R	Makes comments based on where they live. Autumn walk to explore natural and found objects.	Making comparisons between the things that we observe such as fireworks and pumpkins. Children can explore, colour, texture, patterns etc.	Looking at different environments (forests and China) and making comparisons to where we live. Children will use the planters in our outdoor area to plant their own plants that they can look after throughout the year. This will promote children's vocab to discuss changes over time, decay and allow them to care for our environment.	Growing and changes linked to plants and humans. Making comparisons between different plants and how plants have grown. Being aware of what plants need to grow.	Babies of people and animals– growth and change. Children to find out about an animal and present this to the class- Children can then make comparisons between the animals they have explored.	Exploring and using materials to build their own form of transport.  Developing vocab to discuss why things happen and how things work.
1	<b>Sorting Materials</b> and properties of materials. Name and identify a variety of everyday materials. What are things made of? What do they look/feel like?	<b>Seasons</b> Seasonal Change from Autumn to winter Observe and describe weather associated with the seasons. Look at how day length varies.	<b>Materials</b> Name and identify a variety of everyday materials. Investigating materials. Plastic and the environment and sea creatures.	<b>Animals and ourselves</b> Body parts. Senses. Animal categories.	<b>Animals</b> Carnivores and herbivores. Where do different animals live? Link to hot and cold countries. Not needed in science area.	<b>Plants</b> Parts of plants and trees Names of different plants and trees.
2	<b>Living things</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.	<b>Local habitats</b> Know how to respect living things in their environment. Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across seasons.	<b>Animals and their needs</b> Know that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival.	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and	<b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	<b>Habitats</b> Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and

	Describe the characteristics of living things. Know that plants are living things.		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	a suitable temperature to grow and stay healthy.	paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	other animals, using the idea of a simple food chain, and identify and name different sources of food. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
3	<b>Rocks</b> compare and group rocks on appearance and physical properties Describe how fossils are formed	<b>Rocks</b> Recognise that soils are made from rocks and organic matter <b>Plants</b> Identify and describe functions of parts of a flowering plant (roots/stem/trunk/leaves/flowers)	<b>Plants</b> Explore requirements for life and growth Investigate ways in which water is transported Explore the part a flower has in its life cycle	<b>Animals (incl. humans)</b> Nutrition Animals and humans can't make their own food Humans and some animals have skeletons and muscles for protection, support and movement	<b>Light</b> Need light to see Dark is the absence of light Reflection Recognising the sun can be dangerous shadows	<b>Forces and magnets</b> Compare different surfaces Look at how magnets Attract or repel each other. Identify some magnetic materials.. Describe magnets have having two poles
4	<b>Humans</b> The digestive system, teeth	<b>Sound</b> Find patterns between pitch and its source. Volume, find patterns between volume, strength and vibration. How sound increases and gets fainter How sound travels to the ear.	<b>Electricity</b> Electrical appliances, circuits, conductors and insulators. The function of a switch.	<b>Living things and their habitats</b> Changing environments, classification, grouping and identifying including a variety of living things in their local and wider environment. Recognise that sometimes environments can be dangerous to living things.	<b>States of matter</b> – Compare and group solids, liquids and gases. Observe changes in state when heated and cooled. Identify the part played by evaporation and condensation in the water cycle.	<b>Animals</b> Life cycles (not needed) Construct and interpret a variety of food chains, predators and prey
5	<b>Changes from birth to old age.</b> Describe changes as humans develop to Reproduction in plants and animals Describe life processes in some plants and animals and age.	<b>Force of gravity.</b> the effects of air resistance, water resistance, and friction between surfaces. understand that mechanisms (levers, pulleys and gears)allow a smaller force to have a greater effect. Explain that unsupported objects fall towards the Earth.	<b>Earth and Space</b> Movement of earth and other planets relative to sun. Movement of moon relative to earth. Understand they are spherical. Earth rotation causing day and night and why the sun moves across the sky.	<b>Materials through time</b> Compare and group Properties and changes. Group materials based on properties.	<b>Materials through time</b> Know that some dissolve to form solution and how to recover substances. How solids liquids and gases might be separated. Give reasons and give evidence to give uses of everyday materials. Explore reversible and irreversible changes.	<b>Life Cycles</b> of mammal, amphibian, insect birds. Including the reproduction of some plants and animals.

					Formation of new materials through burning and action of acid on bicarbonate soda	
6	<p><b>Human body:</b> Identify and name the main parts of the circulatory system ie heart and blood. Investigate how nutrients and water are transported. Recognise the impact of diet, exercise, drugs and lifestyle have on our body.</p>	<p><b>Classification and Darwin:</b> classifying creatures looking at similarities and differences including micro-organisms, plants and animals. Give reasons for classification based on characteristics.</p>	<p><b>Evolution, adaptation and inheritance .</b> Look at changes over time. Recognise that living things produce off spring.. Know how plants and animals adapt to their environment.</p>			<p><b>Light:</b> how do we see? How can lights be produced? Linked to history and English- shadow theatres. Not in the year 6 curriculum.</p> <p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function. Use recognised symbols when representing a simple circuit in a diagram.</p>