

SCIENCE CURRICULUM MAP

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | <p>Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Jane Goodall)</p> | <p>Everyday Materials 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. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Alexander Parkes)</p> | <p>Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. (King Sejong)</p> | <p>Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> | <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | |
| | <p>SNAP SCIENCE Year 1 Module 1: Looking at Animals Year 1 Module 2: Using Our Senses</p> | <p>SNAP SCIENCE Year 1 Module 3: Everyday Materials</p> | <p>SNAP SCIENCE Year 1 OCW: Sensing Seasons</p> | <p>SNAP SCIENCE Year 1 OCW: Animal Antics</p> | <p>SNAP SCIENCE Year 1 Module 2: Plant Detectives Year 1 OCW: Plants</p> | |

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| <p>Year 2</p> | <p>Animals including Humans Basic needs of humans for survival (water, food and air). Think about growth from baby to adult Consider how babies and children need to be cared for. Understand the importance of exercise. Sort food into food groups. Plan a healthy meal. Think about the importance of hygiene. Life cycles of certain animals. (David Attenborough)</p> | <p>Everyday Materials and their Uses Identify and compare the uses and suitability of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Organising results into tables and charts.</p> | <p>Living things and their habitats Explore and compare the differences between things that are living, dead and have never been alive. Understand that where most living things live affects the way they look. Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify sources of food. (Mary Anning)</p> | <p>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. Consider the process of reproduction in plants. Set up a comparative test to show what plants need to stay healthy. Identify and name a variety of plant in their habitats including micro- habitats. To find out about the history of medicine. Relate use of plants to medicines – visit Chelsea Physic Garden (Janaki Ammal)</p> |
| | <p>SNAP SCIENCE Year 2 Module 1 Animals including Humans: Growing Up Year 2 Module 2 Animals including Humans: Take Care</p> | <p>SNAP SCIENCE Year 2 Module 3 Materials: Good Choices Year 2 Module 4 Materials: Shaping Up</p> | <p>SNAP SCIENCE Year 2 Module Living things and their habitats: OCW Year 2 Module 5 Living things and their habitats: What Is In Your Habitat?</p> | <p>SNAP SCIENCE Year 2 Module 6 Plants: The Apprentice Gardener</p> |

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| Year 3 | Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | Animals including humans 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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Wilhelm Röntgen) | Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. (Florence Bascom) | Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Albert Einstein) |
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| | Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | Find patterns in the way that the size of shadows change. (Thomas Edison) | |
| | SNAP SCIENCE Year 3 Module 1: How does your garden grow? Year 3 Module: Our changing world | SNAP SCIENCE Year 3 Module 2: Amazing bodies | SNAP SCIENCE Year 3 Module 3: Rock detectives | SNAP SCIENCE Year 3 Module 3: Can you see me? | SNAP SCIENCE Year 3 Module 4: The power of forces |

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| <p>Year 4</p> | <p>Animals (including humans) Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. (Charles Elton)</p> | <p>States of matter Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Fahrenheit, Celsius)</p> | <p>Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. (Michael Faraday)</p> | <p>Sound Identify how sounds are made, associating some of them with something vibrating 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 Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p> | <p>Living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their Local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. (Mendel)</p> |
| | <p>SNAP SCIENCE Year 4 Module 1: Where Does All That Food Go?</p> | <p>SNAP SCIENCE Year 4 Module 2: In a State</p> | <p>SNAP SCIENCE Year 4 Module 3: Switched On</p> | <p>SNAP SCIENCE Year 4 Module 4: Good Vibrations</p> | <p>SNAP SCIENCE Year 4 Module 5: Who Am I? Year 4 Module Living things and their habitats: OCW Year 4 Module 6: Human Impact</p> |

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| <p>Year 5</p> | <p>Properties and changes in materials</p> <p>Compare and group together everyday materials on the basis of their Properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>(Spencer Silver, Ruth Benrito)</p> | <p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>(Galileo Galilei, Ptolemy, Copernicus, Zhang Heng, Benjamin Franklin, Vera Rubin, Sara Seager)</p> | <p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect animals.</p> | <p>Living things and their habitats (Life Cycles)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>Animals</p> <p>To describe the changes as humans develop to old age.</p> <p>(Charles Darwin)</p> |
| | <p>SNAP SCIENCE</p> <p>Year 5 Module 1: Get Sorted</p> <p>Year 5 Module 2: Everyday Materials</p> <p>Year 5 Module 3: Marvellous Mixtures</p> <p>Year 5 Module 4: All Change</p> | <p>SNAP SCIENCE</p> <p>Year 5 Module 5: The Earth and Beyond</p> | <p>SNAP SCIENCE</p> <p>Year 5 Module 6: Feel the Force</p> | <p>SNAP SCIENCE</p> <p>Year 5 Module 7: Circle of Life</p> | <p>SNAP SCIENCE</p> <p>Year 5 Module 8: Reproduction in Plants and Animals Year 5 Living things and their habitats: OCW</p> |

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| <p>Year 6</p> | <p>Animals including humans (human circulation) 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 lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>Light 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. 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 that cast them. (Alhazen, Johannes Kepler, James Clerk Maxwell)</p> | <p>Evolution and inheritance 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 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 different ways and that adaptation may lead to evolution. (Alfred Wallace, Rosalind Franklin)</p> | <p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. (Carl Linnaeus)</p> | <p>Electricity 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, 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. (Nikola Tesla)</p> |
| | <p>SNAP SCIENCE Year 6 Module 1: Body Pump Year 6 Module 2: Body Health</p> | <p>SNAP SCIENCE Year 6 Module 3: Light Up Your World</p> | <p>SNAP SCIENCE Year 6 Module 6: Everything Changes Year 6 Living things and their habitats: OCW</p> | <p>SNAP SCIENCE Year 6 Module 5: The Nature Library</p> | <p>SNAP SCIENCE Year 6 Module 4: Danger: Low Voltage!</p> |