

St Mary's Science Curriculum Map

Reception

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|
| <u>Forest School</u> | | | | | |
| <ul style="list-style-type: none"> • To show care and concern for living things and the environment. • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment | | | | | |
| <u>Seasons – Autumn</u> <u>Physical Education -</u> observe the effects of physical activity on their bodies | <u>Seasons – Winter</u> <u>Physical Education -</u> observe the effects of physical activity on their bodies | <u>Plants – growing beans</u> <u>Physical Education -</u> that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. | <u>Science week</u> <u>Physical Education -</u> that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. | <u>Seasons – Spring</u> including Spring walk <u>Minibeasts</u> – lifecycles of a butterfly, bee, ladybird. <u>Physical Education -</u> the importance for good health of physical exercise, and a healthy diet, ways to keep healthy and safe. | <u>Seasons - Summer</u> Including Summer walk <u>Climate week</u> -looking after our planet <u>Physical Education -the</u> importance for good health of physical exercise, and a healthy diet, ways to keep healthy and safe. |

Infants (Years 1 and 2) - Cycle 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|---|--|--|--|--|--|
| Cycle 1 | <p>Everyday Materials (Y1 objectives)</p> <ul style="list-style-type: none"> • 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 | <p>Animals including humans (Y1 objectives)</p> <ul style="list-style-type: none"> • 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) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <p>Plants (Y1 objectives)</p> <ul style="list-style-type: none"> • 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>Animals including humans (Y2 Objectives)</p> <ul style="list-style-type: none"> • 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) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>Uses of Everyday Materials (Y2 objectives)</p> <ul style="list-style-type: none"> • 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 some materials can be changed by squashing, bending, twisting and stretching | <p>Plants (Y2 objectives)</p> <ul style="list-style-type: none"> • 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. |

Infants (Years 1 and 2) - Cycle 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|--|--|--|---|
| Cycle 2 | <p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | <p>Seasonal Changes Autumn – Winter</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. | <p>The Environment Catholic Social Teaching and ES</p> <ul style="list-style-type: none"> • 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 their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. | <p>Seasonal Changes Spring – Summer</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. | <p>Famous scientists Including Charles Macintosh</p> <ul style="list-style-type: none"> • 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 their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. | <p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |

Lower Juniors (Years 3 and 4) – Cycle 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|---|--|---|--|
| Cycle 1 | <p>Forces and magnets</p> <ul style="list-style-type: none"> • 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. | <p>States of matter</p> <ul style="list-style-type: none"> • 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. | <p>Animals including humans</p> <ul style="list-style-type: none"> • 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. | <p>Sound</p> <ul style="list-style-type: none"> • 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>Plants</p> <ul style="list-style-type: none"> • 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 • 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. | <p>Plants (cont)</p> <ul style="list-style-type: none"> • 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 • 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. • Scientists linked to plants The men and women who introduced new plants into our country: The achievements of George Washington Carver Deforestation and conservation in Madagascar and Gerald Durrell's conservation work |

Lower Juniors (Years 3 and 4) – Cycle 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|---|--|---|--|---|
| Cycle 2 | <p>Animals including humans -</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • construct and interpret a variety of food chains, identifying producers, predators, and prey. | <p>. Rocks and soils</p> <ul style="list-style-type: none"> • 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 | <p>Living things and Habitats</p> <ul style="list-style-type: none"> • 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. | <p>Light</p> <ul style="list-style-type: none"> • recognise that they need light 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 • find patterns in the way that the size of shadows change | <p>. Electricity</p> <ul style="list-style-type: none"> • 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 a lamp will light in a simple series circuit, based on whether 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 a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. | <p>Electricity cont</p> <ul style="list-style-type: none"> • 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 a lamp will light in a simple series circuit, based on whether 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 a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. • Scientist/inventors linked to electricity Garrett Morgan and electricity Thomas Edison’s work with electricity |

Upper Juniors (Years 5 and 6) - Cycle 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|--|---|---|---|--|---|
| Cycle 1 | <p>Evolution – inheritance (Y6 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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. | <p>Animals including humans (Y6 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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>Earth and space (Y5 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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 • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | <p>Forces (Y5 National Curriculum objectives)</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | <p>Living things and their habitats (Y6 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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. | <p>Growing old and up 1</p> <ul style="list-style-type: none"> • How boys and girls bodies change during puberty. • How a baby develops from conception, through pregnancy and how it is born? |

Upper juniors (Years 5 and 6) - Cycle 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|--|--|--|---|
| Cycle 2 | <p>Properties and changes of materials (Y5 National Curriculum objectives)</p> <ul style="list-style-type: none"> • compare and group everyday materials based on their properties, including 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 • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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>Electricity (Y6 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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. | <p>Light (Y6 National Curriculum objectives)</p> <ul style="list-style-type: none"> • 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. | <p>Animals including humans (Y5 National Curriculum objectives)</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. | <p>Living things and their habitats (Y5 National Curriculum objectives)</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. | <p>Growing old and up 2</p> <ul style="list-style-type: none"> • how the female body prepares to have a baby and how this results in menstruation/monthly periods. • what happens to a boy's body during puberty. • how a baby is conceived |

