

Curriculum Map 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2	
	Rocks (including fossils) <ul style="list-style-type: none"> to compare and group different kinds of rocks on the basis of appearance and simple physical properties to describe in simple terms how fossils are formed when things that have lived are trapped within rock to recognise that soils are made from rocks and organic matter 	Light <ul style="list-style-type: none"> to recognise that they need light in order to see things to notice that light is reflected from surfaces to recognise that light from the sun can be dangerous to recognise that shadows are formed when the light from a light source is blocked by a solid object to find patterns in the way that size of shadows change 	Forces and Magnets <ul style="list-style-type: none"> to compare how things move on different surfaces to notice that some forces need contact between 2 objects, but magnetic forces can act at a distance to observe how magnets attract or repel each other to compare and group together materials on the basis of whether they are attracted to a magnet to describe magnets as having 2 poles to predict whether 2 magnets will attract or repel	The skeleton (animals, including humans) Nutrition <ul style="list-style-type: none"> to identify that some animals have skeletons and muscles for support, protection and movement to identify that animals need the right nutrition and that this comes from what they eat to describe the main parts of the digestive system	Plants <ul style="list-style-type: none"> to name and describe functions of flowering plants to explore the requirements of plants for life to investigate how water is transported in plants to explore the part that flowers play in the life cycle 	
	Scientific Enquiry					
3	Observe rocks closely Classify rocks in a range of ways based on their appearance Devise a test to investigate the hardness of a range of rocks Devise a test to investigate how much water different rocks absorb Observe how rocks change over time e.g. gravestones or old building Research using secondary sources how fossils are formed Observe soils closely Classify soils in a range of ways based on their appearance Devise a test to investigate the water retention of soils Observe how soil can be separated through sedimentation Research the work of Mary Anning	Explore how different objects are more or less visible in different levels of lighting Explore how objects with different surfaces e.g. shiny vs matt are more or less visible Explore how shadows vary as the distance between a light source, an object or surface is changed Explore shadows which are connected to and disconnected from the object e.g. shadows of clouds and children in the playground Choose suitable materials to make shadow puppets Create artwork using shadows	Carry out investigations to explore how objects move on different surfaces e.g. spinning tops/coins, rolling balls/cars, clockwork toys, soles of shoes etc. Explore what materials are attracted to a magnet Classify materials according to whether they are magnetic Explore the way that magnets behave in relation to each other Use a marked magnet to find the unmarked poles on other types of magnets Explore how magnets work at a distance e.g. through the table, in water, jumping paper clip up off the table Devise an investigation to test the strength of magnets	Use secondary sources to research the parts and functions of the skeleton Investigate pattern seeking questions such as <ul style="list-style-type: none"> Can people with longer legs run faster? Can people with bigger hands catch a ball better? Compare, contrast and classify skeletons of different animals Classify food in a range of ways Use food labels to explore the nutritional content of a range of food items Use secondary sources to find out they types of food that contain the different nutrients Use food labels to answer enquiry questions e.g. How much fat do	Observe what happens to plants over time when the leaves or roots are removed Observe the effect of putting cut white carnations or celery in coloured water Investigate what happens to plants when they are put in different conditions e.g. in darkness, in the cold, deprived of air, different types of soil, different fertilisers, varying amount of space Spot flowers, seeds, berries and fruits outside throughout the year Observe flowers carefully to identify the pollen Observe flowers being visited by pollinators e.g. bees and butterflies in the summer	



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			<p>different types of pizza contain? How much sugar is in soft drinks? Plan a daily diet contain a good balance of nutrients Explore the nutrients contained in fast food</p>	<p>Observe seeds being blown from the trees e.g. sycamore seeds Research different types of seed dispersal Classify seeds in a range of ways including by how they are dispersed Create a new species of flowering plant</p>	
Working Scientifically Vocabulary (Tier 2)					
<p>Comparative and fair test Systematic Accurate Measurements Data Classify Labelled diagram Keys Bar chart Explanation Prediction Conclusion Evidence Secondary sources Interpret Construct</p>					
Key Vocabulary (Tier 3)					
<p>Marble, chalk, granite, sandstone, Igneous, sedimentary, metamorphic, limestone, texture, absorbent, durability, permeable, density, properties, fossils</p>	<p>Light source, absence of light, transparent, translucent, opaque, matt., shadow, reflect, visible, emit</p>	<p>Contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, poles, north pole, south pole</p>	<p>Skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints, vertebrate, invertebrate Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water,</p>	<p>Photosynthesis, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal, evergreen, deciduous</p>	
Prior Learning					



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	<p>Year 2 Know that animals, including humans, have offspring which grow into adults Know the basic stages in a life cycle for animals, including humans. Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Year 1 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.</p>			<p>Year 2 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.</p> <p>Year 1 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. Identify and name the roots, trunk, branches and leaves of a tree.</p>
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	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
4	Living things <ul style="list-style-type: none"> • Classification keys • Habitats • Food chains <ul style="list-style-type: none"> • to recognise that living things can be grouped • to explore and use classification keys to help group, identify and name a variety of living things • to recognise that environments can change and that this can sometimes pose dangers to living things to construct and interpret a variety of food chains	Human Body <ul style="list-style-type: none"> • Digestion • Teeth <ul style="list-style-type: none"> • to identify that animals need the right nutrition and that this comes from what they eat • to describe the main parts of the digestive system to explore the different types of teeth in humans	Electricity <ul style="list-style-type: none"> • to identify common appliances that run on electricity • to construct a simple circuit, naming its basic parts • to identify whether a circuit is complete • to recognise some common conductors and insulators, and associate metals with being good conductors 	States of matter <ul style="list-style-type: none"> • S, L, G • Water cycle <ul style="list-style-type: none"> • to compare and group solids, liquids and gases • to 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) to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Sound <ul style="list-style-type: none"> • to identify how sounds are made, associating some of them with something vibrating • to recognise that vibrations from sounds travel through a medium to the ear • to find patterns between the pitch of a sound and features of the object that produced it • to find patterns between the volume of a sound and the strength of the vibrations that produced it • to recognise that sounds get fainter as the distance from the sound source increases
	Scientific Enquiry				

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<p>Observe plants and animals in different habitats throughout the year Compare and contrast the living things observed Use classification keys to name unknown living things Classify living things found in different habitats based on their features Create a simple identification key based on observable features Use fieldwork to explore human impact on the local environment e.g. litter, tree planting Use secondary sources to find out about how environments may naturally change Use secondary sources to find out about human impact, both positive and negative, on environments</p>	<p>Research the function of the parts of the digestive system Create a model of the digestive system using household objects Explore eating different types of food, to identify which teeth are being used for cutting, tearing and grinding (chewing) Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls Use food chains to identify producers, predators and prey within a habitat Use secondary sources to identify animals in a habitat and find out what they eat</p>	<p>Construct a range of circuits Explore which materials can be used instead of wires to make a circuit Classify the materials that were suitable/not suitable for wires Explore how to connect a range of different switches and investigate how they function in different ways Choose switches to add to circuits to solve particular problems such as a pressure switch for a burglar alarm Apply their knowledge of conductors and insulators to design and make different types of switch Make circuits that can be controlled as part of a D&T project</p> <p>N.B. Children should be given one component at a time to add to circuits</p> <p>N.B. Children in year 4 do not need to use standard symbols as this is taught in year 6</p>	<p>Observe closely and classify a range of solids Observe closely and classify a range of liquids Explore making gases visible e.g. squeezing sponges under water to see bubbles, and showing their effect e.g. using straws to blow objects, trees moving in the wind Classify materials according to whether they are solids, liquids and gases Observe a range of materials melting e.g. ice, chocolate, butter Investigate how to melt ice more quickly Observe the changes when making rocky road cakes or ice-cream Investigating melting point of different materials e.g. ice, margarine, butter and chocolate Explore freezing different liquids e.g. tomato ketchup, oil, shampoo Use a thermometer to measure temperatures e.g. icy water (melting), tap water, hot water, boiling water (demonstration) Observe water evaporating and condensing e.g. on cups of icy water and hot water Set up investigations to explore changing the rate of evaporation e.g. washing, puddles, handprints on paper towels, liquids in containers Use secondary sources to find out about the water cycle</p>	<p>Classify sound sources Explore making sounds with a range of objects such as musical instruments and other household objects Explore how string telephones or ear gongs work Explore using objects that change in feature to change pitch and volume such as length of guitar string, bottles of water or tuning forks Measure sounds over different distances Measure sounds through different insulation materials</p>
Key Vocabulary (tier 3)				
<p>Classification, classification keys, habitat, human impact, migrate, hibernate</p>	<p>Digestive system, digestion, saliva, oesophagus, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>	<p>Electrical appliance/device, mains, electrical circuit, complete circuit, component, cell, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator</p>	<p>Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</p>	<p>Vibrate, vibration, pitch (high, low), volume, insulation</p>



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Working Scientifically Vocabulary (Tier 2)

Comparative and fair test
Systematic
Accurate
Measurements
Data
Classify
Labelled diagram
Keys
Bar chart
Explanation
Prediction
Conclusion
Evidence
Secondary sources
Interpret
Construct

Prior Learning

Year 2

Explore and compare the difference 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 micro habitats.
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.

Year 3

Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.
Know how nutrients, water and oxygen are transported within animals and humans.
Know about the importance of a nutritious, balanced diet.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement:
Know about the skeletal and muscular system of a human.

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5	<p>Materials</p> <ul style="list-style-type: none"> • Planning Investigations • to compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • to use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating • to give reasons, based on evidence from comparative and fair tests, for uses of everyday materials, including metals, wood and plastic • to demonstrate that dissolving, mixing and changes of state are reversible changes • to 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>Forces</p> <ul style="list-style-type: none"> • to explain effects of air/water resistance and friction • to recognise that some mechanisms allow a smaller force to have a greater effect 	<p>Earth, Sun and Moon</p> <p>to describe the movement of the Earth and other planets relative to the sun in the solar system</p> <ul style="list-style-type: none"> • to describe the movement of the moon and Earth to describe the sun, Earth and moon as spherical • to explain the process of day and night • to explain that objects fall to Earth due to gravity 	<p>Living things</p> <ul style="list-style-type: none"> • Reproduction • Life cycles • to compare the life cycles of different animals • to describe reproduction in plants and animals • to name and describe functions of flowering plants • to explore the requirements of plants for life • to explore the part that flowers play in the life cycle 	<p>Human Body</p> <ul style="list-style-type: none"> • Birth to death • to describe changes as humans develop to old age
	Scientific Enquiry				
	<p>Investigate the properties of different materials in order to recommend materials for particular functions depending on these properties e.g. test waterproofness and thermal insulation to identify a suitable fabric for a coat</p> <p>Explore adding a range of solids to water and other liquids e.g. cooking oil, as appropriate</p> <p>Investigate rates of dissolving by carrying out comparative and fair test</p> <p>Separate mixtures by sieving, filtering and evaporation, choosing the most suitable method and equipment for each mixture</p> <p>Explore a range of non-reversible changes e.g. rusting, adding fizzy tablets to water, burning</p> <p>Carry out comparative and fair tests involving non-reversible changes e.g. What affects the rate of rusting? What affects the amount of gas produced?</p> <p>Research new materials produced by chemists e.g. Spencer Silver (glue of sticky notes) and Ruth Benerito (wrinkle free cotton)</p>	<p>Investigate the effect of friction in a range of contexts e.g. trainers, bath mats, mats for a helter-skelter</p> <p>Investigate the effects of water resistance in a range of contexts e.g. dropping shapes through water, pulling shapes e.g. boats along the surface of water</p> <p>Investigate the effects of air resistance in a range of contexts e.g. parachutes, spinners, sails on boats</p> <p>Explore how levers, pulleys and gears work</p> <p>Make a product that involves a lever, pulley or gear</p>	<p>Use secondary sources to help create a model e.g. role play or using balls, to show the movement of the Earth around the Sun and the Moon around the Earth.</p> <p>Use secondary sources to help make a model to show why day and night occur</p> <p>Make first-hand observations of how shadows caused by the Sun change through the day</p> <p>Make a sundial</p> <p>Research time zones</p> <p>Consider the views of scientists in the past and evidence used to deduce shapes and movements of the Earth, Moon and planets before space travel</p>	<p>Use secondary sources and, where possible, first hand observations to find out about the life cycle of a range of animals</p> <p>Compare the gestation times for mammals and look for patterns e.g. in relation to size of animal or length of dependency after birth</p> <p>Look for patterns between the size of an animal and its expected life span</p> <p>Grow and observe plants that reproduce asexually e.g. strawberries, spider plant, potatoes</p> <p>Take cuttings from a range of plants e.g. African violet, mint</p> <p>Plant bulbs and then harvest to see how they multiply</p> <p>Use secondary sources to find out about pollination</p>	



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Create a timer that uses gravity to move a ball
Research how the work of scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation

Working Scientifically (Tier 2)

Variables
Precision
Mean average
Predictions
Classification key
Branching tree diagram
Causal relationships
Degree of trust
Refute ideas
Patterns
Quantitative
Qualitative
Systematic

Key Vocabulary (tier 3)

Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, rusting, new material

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears

Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, orbit, planets

Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

Puberty: the vocabulary to describe sexual characteristics

Prior Learning

Year 4

Compare and group materials together, according to whether they are solids, liquids or gases.
Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Year 3

Compare how things move on different surfaces.
Know how a simple pulley works and use making lifting an object simpler
Notice that some forces need contact between two

Year 4

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.
Know and label the features of a river

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		<p>objects, but magnetic forces can act at a distance. Observe how magnets attract and 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>		<p>Recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>Year 3</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant. Know the way in which water is transported within plants.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2
6	<p>Light and how we see</p> <ul style="list-style-type: none"> to recognise that light travels in straight lines to explain that we see things because light travels from light sources to our eyes (or via reflections) to explain why shadows have the same shape as the objects that cast them 	<p>Electricity</p> <ul style="list-style-type: none"> to associate lamp brightness or volume of a buzzer with the number/voltage of cells in the circuit to use recognised symbols in a simple circuit diagram 	<p>Human Body</p> <ul style="list-style-type: none"> Nutrition Staying healthy Circulatory system to explain the human circulatory system in detail and impact of diet, exercise, drugs and lifestyle to describe how nutrients are transported in the body 	<p>Evolution and adaptation</p> <ul style="list-style-type: none"> to recognise that living things change over time and that fossils provide information about this to identify how animals and plants are adapted to suit their environment in different ways 	<p>Living things</p> <ul style="list-style-type: none"> Classification Micro organisms to give reasons for classifying plants and animals to construct and interpret a variety of food chains to identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals to identify and name a variety of common animals that are carnivores, herbivores and omnivores
	Scientific Enquiry				
	<p>Light and how we see</p> <p>Explore different ways to demonstrate that light travels in straight lines e.g. shining a torch down a bent and straight hose</p>	<p>Explain how a circuit operates to achieve particular operations, such as control the light for a torch with different brightness's or make a motor go faster or slower</p>	<p>Create a role play model for the circulatory system</p> <p>Carry out a range of pulse rate investigations</p> <ul style="list-style-type: none"> Fair test – effect of different activities on my pulse rate 	<p>Design a new plant or animal to live in a particular habitat</p> <p>Use models to demonstrate evolution e.g. Darwin's finches bird beak activity</p> <p>Use secondary sources to find out about how the population</p>	<p>Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important</p> <p>Use first hand observation to identify characteristics shared by the animals in a group</p> <p>Use secondary sources to research the characteristics of animals that belong to a group</p>

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<p>pipe, shining a torch through different shaped holes in card</p> <p>Explore the uses of the behavior of light, reflection and shadows such as in periscope design, rear view mirrors and shadow puppets.</p>	<p>Make circuits to solve particular problems such as a quiet and a loud burglar alarm</p> <p>Carry out fair tests exploring changes in circuits</p> <p>Make circuits that can be controlled as part of a D&T project</p>	<ul style="list-style-type: none"> • Pattern seeking – exploring which groups of people may have higher or lower resting pulse rates • Observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate) • Pattern seeking – exploring recovery rate for different groups of people <p>Learn about the impact of exercise, diet, drugs and lifestyle on the body. This is likely to be taught through direct instruction due to its sensitive nature</p>	<p>of peppered moths changed during the industrial revolution</p> <p>Make observations of fossils to identify living things that lived on Earth millions of years ago</p> <p>Identify features in animals and plants that are passed on to offspring</p> <p>Explore this process by considering the artificial breeding of animals or plants e.g. dogs</p> <p>Compare the ideas of Charles Darwin and Alfred Wallace on evolution</p> <p>Research the work of Mary Anning and how this provided evidence of evolution</p>	<p>Use information about the characteristics of an unknown animal or plant to assign it to a group</p> <p>Classify plants and animals presenting this in a range of ways – Venn diagrams, Carroll diagrams and keys</p> <p>Create an imaginary animal which has features from one or more groups</p>
Key Vocabulary (tier 3)				
<p>Light and how we see</p> <p>Light source, dark, absence of light, transparent, translucent, opaque, matt, shadow, reflect, incident ray, reflect ray, refraction.</p>	<p>Circuit, complete circuit, circuit diagram, circuit symbol, cell, bulb, buzzer, motor, switch, voltage</p> <p>NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries.</p>	<p>Pulse, circulatory system, ventricle, valve, aorta, veins, arteries</p>	<p>Offspring, sexual reproduction, vary, characteristics, suited, adaptation, inherited, species, fossils, evolution, genetics, acquired characteristic</p>	<p>Vertebrates, amphibians, reptiles,, mammals, invertebrates, micro-organism, virus, bacteria, fungi</p>
Prior Learning				
<p>Year 3</p> <p>Recognise that they need light 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 their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>		<p>Year 4</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>Year 5</p> <p>Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p>		<p>Year 5</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>Year 4</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</p>



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	<p>Find patterns in the way that the sizes of shadows change.</p>		<p>Know the process of reproduction in animals.</p> <p>Year 3 Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans. Know about the importance of a nutritious, balanced diet.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement: Know about the skeletal and muscular system of a human.</p>			<p>their local and wider environment. Know and label the features of a river Recognise that environments can change and that this can sometimes pose danger to living things.</p>
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