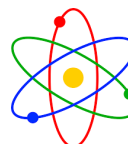




## STANNINGLEY PRIMARY SCHOOL SCIENCE CURRICULUM MAP



	EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>Changing state playdough. Begin to introduce scientific vocabulary. Understanding why questions.</p> <p>Autumn and Seasonal Change. Harvesting fruits from school grounds. Using senses in hands-on experience of natural materials (collecting, observing, sorting, classifying) Describe what they see, hear and feel while they are outside.</p>	<p>BIOLOGY</p> <p>ANIMALS INCLUDING HUMANS</p> <p>IDENTIFICATION OF BODY PARTS (LINKS TO SENSES)</p> <p>SEASONAL CHANGES</p>	<p>CHEMISTRY MATERIALS</p> <p>PROPERTIES AND SUITABILITY OF EVERYDAY MATERIALS.</p>	<p>CHEMISTRY</p> <p>ROCKS AND SOILS</p> <p>COMPARING AND GROUPING; STUDY OF SOILS</p> <p>STUDY OF FOSSILS</p>	<p>PHYSICS</p> <p>SOUND</p> <p>HOW SOUNDS ARE MADE; VIBRATION; PITCH AND VOLUME</p>	<p>PHYSICS</p> <p>FORCES</p> <p>GRAVITY, FRICTION INCLUDING AIR AND WATER RESISTANCE; LEVERS, PULLEYS AND GEARS</p>	<p>BIOLOGY</p> <p>EVOLUTION AND INHERITANCE</p> <p>CHANGES IN LIVING THINGS OVER TIME (LINK TO FOSSILS);</p> <p>VARIATION AND ADAPTATION</p>
AUTUMN 2	<p>Changing state playdough</p> <p>Seasonal Change/Growing</p> <p>Planting bulbs in school grounds and for gift. Begin to introduce scientific vocabulary.</p>	<p>CHEMISTRY MATERIALS</p> <p>NAMES AND PROPERTIES OF MATERIALS</p> <p>SEASONAL CHANGES</p>	<p>CHEMISTRY MATERIALS</p> <p>COMPARING THE SUITABILITY OF DIFFERENT MATERIALS FOR EVERYDAY USES</p> <p>FORCES TO CHANGE THE SHAPE OF SOLID OBJECTS</p>	<p>PHYSICS</p> <p>LIGHT AND SHADOWS</p> <p>LIGHT AND DARK; LIGHT AND SHADOWS; REFLECTION; SHADOWS; DANGERS OF SUNLIGHT</p>	<p>PHYSICS</p> <p>ELECTRICITY</p> <p>SIMPLE CIRCUITS AND SWITCHES; CONDUCTORS AND INSULATORS; USES OF ELECTRICITY IN EVERYDAY APPLIANCES</p>	<p>PHYSICS</p> <p>EARTH AND SPACE</p> <p>EARTH, SUN AND MOON; SOLAR SYSTEM; DAY AND NIGHT</p>	<p>PHYSICS</p> <p>ELECTRICITY</p> <p>USE OF CELLS IN CIRCUITS; VARIATIONS IN HOW COMPONENTS FUNCTION IN CIRCUITS; CIRCUIT SYMBOLS</p>

SPRING 1	<p><b>Changing state</b> playdough <b>Seasonal Change</b> Observing the natural environment, <b>Change of state</b> freezing and melting/ solid and liquid. Light and dark. Learning new vocabulary. Observing closely, using simple equipment. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <b>Seasonal Change /Growing</b> Chitting potatoes and tubas for planting and caring for the things we grow.</p>	<p><b>CHEMISTRY MATERIALS</b></p> <p><b>PROPERTIES OF MATERIALS/ GROUPING MATERIALS BASED ON THEIR PROPERTIES</b></p> <p><b>SEASONAL CHANGES</b></p>	<p><b>BIOLOGY PLANTS</b> <b>GROWING PLANTS</b> <b>KEEPING PLANTS HEALTHY.</b></p>	<p><b>PHYSICS FORCES AND MAGNETS</b></p> <p><b>PUSHES, PULLS, FRICTION AND MAGNETIC FORCES</b></p> <p><b>(MATERIALS - MAGNETIC PROPERTIES)</b></p>	<p><b>CHEMISTRY MATERIALS</b></p> <p><b>STATES OF MATTER</b></p>	<p><b>CHEMISTRY MATERIALS</b></p> <p><b>PROPERTIES AND CHANGES IN MATERIALS</b></p>	<p><b>BIOLOGY</b></p> <p><b>ANIMALS INCLUDING HUMANS</b></p> <p><b>CIRCULATORY SYSTEM; IMPACT OF LIFESTYLE CHOICES; HOW WATER AND NUTRIENTS ARE TRANSPORTED ROUND THE BODY</b></p>
SPRING 2	<p><b>Changing state</b> playdough. <b>Seasonal Change/Growing.</b> Life cycles / real life experience. Tadpole or chicks. Planting of vegetables and seedlings for spring/summer flowers. <b>Healthy Living</b> Nutrition, exercise caring for our</p>	<p><b>BIOLOGY PLANTS</b> <b>IDENTIFYING COMMON PLANTS</b></p> <p><b>SEASONAL CHANGES</b></p>	<p><b>BIOLOGY ANIMALS, INCLUDING HUMANS</b></p> <p><b>LIFE CYCLES; BASIC NEEDS OF ANIMALS, INCLUDING HUMANS; HEALTHY LIFESTYLE</b></p>	<p><b>BIOLOGY ANIMALS INCLUDING HUMANS</b></p> <p><b>DIFFERENT NUTRITIONAL NEEDS OF ANIMALS, INCLUDING HUMANS</b></p>	<p><b>BIOLOGY ANIMALS INCLUDING HUMANS</b></p> <p><b>DIGESTIVE SYSTEM, TEETH; FOOD CHAINS</b></p>	<p><b>CHEMISTRY MATERIALS</b></p> <p><b>PROPERTIES AND CHANGES IN MATERIALS (cont)</b></p>	<p><b>BIOLOGY</b></p> <p><b>ALL LIVING THINGS AND THEIR HABITATS</b></p> <p><b>PLANT AND ANIMAL CLASSIFICATION</b></p>

	bodies and teeth. Know and talk about the different factors that support their overall health and wellbeing			<b>FUNCTIONS OF SKELETONS AND MUSCLES</b>			
SUMMER 1	<b>Changing state</b> playdough <b>Healthy Living</b> How do we use our senses? Describe what they see, hear, smell taste and feel Introduce scientific vocabulary.	<b>BIOLOGY</b> <b>ANIMALS INCLUDING HUMANS</b>  <b>IDENTIFYING AND GROUPING ANIMALS BY TYPE / DIET</b>  <b>SEASONAL CHANGES</b>	<b>BIOLOGY</b>  <b>ALL LIVING THINGS AND THEIR HABITATS</b>  <b>DEAD OR ALIVE? SUITABLE HABITATS</b>	<b>BIOLOGY</b> <b>PLANTS</b>  <b>VARIATION OF REQUIREMENTS; FUNCTIONS OF DIFFERENT PARTS OF THE PLANT;</b>	<b>(BRILLIANT BUBBLES – EXTRA UNIT) WORKING SCIENTIFICALLY SKILLS</b>	<b>BIOLOGY</b>  <b>LIVING THINGS &amp; THEIR HABITATS</b>  <b>DIFFERENCES IN LIFE CYCLES; REPRODUCTION IN PLANTS AND ANIMALS</b>	<b>PHYSICS</b>  <b>LIGHT</b>  <b>HOW LIGHT TRAVELS; HOW WE SEE</b>
SUMMER 2	<b>Changing state</b> playdough <b>Seasonal Change/Growing.</b> Life cycle of a caterpillar. Understand the need to respect and care for the natural environment and all living things. Revisiting the seeds, seedlings, shoots plants and understand the life cycle of a plant.	<b>BIOLOGY</b> <b>PLANTS</b>  <b>IDENTIFY AND DESCRIBE THE BASIC STRUCTURE OF PLANTS INCLUDING TREES</b>  <b>SEASONAL CHANGES</b>	<b>BIOLOGY</b>  <b>ALL LIVING THINGS AND THEIR HABITATS</b>  <b>FOOD SOURCES; INTRODUCTION TO SIMPLE FOOD CHAINS; IDENTIFYING PLANTS AND ANIMALS IN THEIR HABITAT</b>	<b>BIOLOGY</b> <b>PLANTS (cont)</b>  <b>FUNCTION OF FLOWERS IN REPRODUCTION</b>	<b>BIOLOGY</b>  <b>LIVING THINGS AND THEIR HABITATS</b>  <b>GROUPING AND CLASSIFYING;</b>  <b>RISKS ASSOCIATED WITH CHANGES TO ENVIRONMENTS</b>	<b>BIOLOGY</b>  <b>ANIMALS INCLUDING HUMANS</b>  <b>CHANGES IN HUMANS (LINK TO WORK ON LIFE CYCLES)</b>  <b>VARIATION IN PLANT REPRODUCTION</b>	<b>REVISION/ RECAP OF SCIENCE UNITS</b>

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