

Science Curriculum Map

EYFS- UTW		Year 1		Year 2	
ELG	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural worlds around them and contrasting environments, drawing on their own experiences and what has been read in class Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. 	Working Scientifically (Introduced in Autumn term then ongoing throughout year)	Ask simple questions. Begin to carry out simple tests with support. Observe closely, using simple equipment. Identify and begin to classify with support	Working Scientifically (taught in Autumn 1 then ongoing throughout year)	Ask questions and recognise they can be answered in different ways. Make predications and perform simple tests. Use their observations to suggest answers to questions. Gather and record data to help answer questions Identify and classify.
		<ul style="list-style-type: none"> Seasons (Ongoing observations all year). 	<ul style="list-style-type: none"> Name the four seasons. Describe some weather associated with each season. Observe changes across the four seasons- including the length of the day. 	<ul style="list-style-type: none"> Animals including humans (Ongoing observations all year). 	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
Autumn	<ul style="list-style-type: none"> Explore the world around them- autumn. Explore the natural world and make observations- planting beans. Explore and talk about changes in seasons. Explore changing states of matter- salt dough decorations. 	<ul style="list-style-type: none"> Animals including humans 	<ul style="list-style-type: none"> Identify and name the parts of the human body. Draw and label the parts of the human body. Identify which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Investigations and working scientifically 	<ul style="list-style-type: none"> Ask questions and recognise they can be answered in different ways. Make predications and perform simple tests. Use their observations to suggest answers to questions. Gather and record data to help answer questions. Identify and classify.
		<ul style="list-style-type: none"> Materials 	<ul style="list-style-type: none"> Distinguish between and object and the material it is made from. Identify and name a variety of everyday materials. 	<ul style="list-style-type: none"> Materials (continue into spring 1) 	<ul style="list-style-type: none"> Identify and compare the suitability of a varieties of materials for particular uses. Find out how the shape of objects made from some materials can be changed (squashing, bending, twisting, stretching)

			<ul style="list-style-type: none"> Describe simple physical properties of materials Use physical properties to compare and group materials. 		
Spring	<ul style="list-style-type: none"> Explore the world, change and make observations- fossils. Understand and talk about similarities and differences between the world around us and other places- dinosaur island. Make observations about changes in state of matter- melting ice. 	<ul style="list-style-type: none"> Plants (Continues into Summer term) 	<ul style="list-style-type: none"> Identify and name a variety of wild and garden plants Use and understand the vocabulary of deciduous and evergreen when identifying trees. Identify and describe the basic structure of common flowering plants- including trees. 	<ul style="list-style-type: none"> Animals (including humans) 	<ul style="list-style-type: none"> Understand that animals (including humans) have offspring which grow into adults. Describe the basic needs of animals (including humans)- water, food, air. Explore and compare differences between things that are living, dead and things that have never been alive.
Summer	<ul style="list-style-type: none"> Make observations and draw pictures of animals- down on the farm. Make observations and explore changes over time- baby animals- adult animals. Explore and make observations, thinking about change- plating and growing. 	<ul style="list-style-type: none"> Animals (including humans) 	<ul style="list-style-type: none"> Identify and name a variety of common animals- fish, amphibians, reptiles, birds and mammals. Use and understand the terms carnivore, herbivore and omnivore when identifying animals. Describe and compare the structure of common animals 	<ul style="list-style-type: none"> Plants 	<ul style="list-style-type: none"> Observe and describe how seed and bulbs grow into mature plants Find out and describe what plants need to grow and stay healthy (water, light and temperature).
				<ul style="list-style-type: none"> Living things and habitats 	<ul style="list-style-type: none"> Understand that living things live in habitats to which they are suited and identify a variety of plant and animal habitats- including micro-habitats. Describe how different habitats provide the basic needs for different animals and plants. Using the idea of a simple food chain describe how animals obtain their food from plants and other animals. Identify and name different sources of food.

Working Scientifically- big question

		EYFS	Year 1	Year 2
On-going throughout the year.	Big question investigation focus.	<u>How do Plants grow and change?</u> Ongoing though topic work- exploring plants in the garden, planting plants and flowers. Talking about change and growth in the environment.	<u>How does the weather change throughout the seasons?</u> Observe the changes during seasons (including the weather and length of the day)- collect and compare rainfall during the seasons.	<u>What effect does exercise have on my body?</u> Linked to PE- observe the effects that exercise has on our bodies both short term (increased heart rate) and long term (getting stronger, faster, fitter). Explore why exercise is important.
	Key skills	<ul style="list-style-type: none"> Make observations and explore changes over time. 	<ul style="list-style-type: none"> To observe closely, using simple equipment. Begin to carry out simple tests with support 	<ul style="list-style-type: none"> Gather and record data to help answer questions Use their observations to suggest answers to questions.
Autumn	Big question investigation focus.	<i>Jack and the beanstalk</i> <u>How does a bean grow?</u> <i>Autumn</i> <u>What happens to the leaves in Autumn?</u>	<i>Percy in a Pickle- Animals including humans</i> <u>What are our senses?</u> <i>Toys- Materials</i> <u>Are all toys made of plastic?</u>	<i>Georges Marvellous Medicine- Materials</i> <u>What material is best to make a potion bottle?</u>
	Key skills	<ul style="list-style-type: none"> Explore the natural world around, making observations and drawing pictures of plants. Understand some important changes in the natural world around them, including seasons. 	<ul style="list-style-type: none"> Ask simple questions Begin to carry out simple tests with support 	<ul style="list-style-type: none"> Make predications and perform simple tests. Gather and record data to help answer questions.

Spring	Big question investigation focus.	<i>Dinosaur island</i> <u>How do we melt the ice?</u> <u>What was it like when dinosaurs where alive?</u> <i>Three little pigs</i> <u>What material will make the strongest house?</u>	<i>Let's explore- Plants</i> <u>Are all plants the same?</u>	<i>Great fire of London- Animals including humans (liked to DT)</i> <u>Did people in 1666 eat a balanced healthy diet?</u>
	Key skills	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments. Understand some important process and changes, including changing states of matter. 	<ul style="list-style-type: none"> Identify and begin to classify with support. Observe closely using simple equipment. 	<ul style="list-style-type: none"> Identify and classify Ask questions and recognise they can be answered a different ways.
Summer	Big question investigation focus.	<i>Down on the farm</i> <u>What animals live on the farm?</u> <u>How does a sunflower change as it grows?</u> <i>Dolphin rescue</i> <u>How does a fish live underwater?</u>	<i>Down in the woods- Animals</i> <u>Do all animals eat meat?</u>	<i>Rainforest- Animals and their habitats</i> <u>How would you survive in the rainforest?</u> <i>Young Gardeners- Plants</i> <u>Do all plants have seeds?</u> <u>Can a plant grow in the dark?</u>
	Key skills	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals. 	<ul style="list-style-type: none"> Ask simple questions Identify and begin to classify with support. 	<ul style="list-style-type: none"> Identify and classify Use observations to help answer questions. Make predictions and perform simple tests. Ask questions and recognise they can be answered in different ways.