

**Witchampton CofE First School
Science Curriculum Map**

		EYFs		Years 1 & 2		Years 3 & 4	
		1	2	1	2	1	2
2016 - 2017	Autumn	<p>The World 30-50 -Talk about why things happen and how things work. (Autumn)</p> <p>-Developing and understanding of growth or changes over time. (how we have changed/starting school)</p>	<p>The World 40-60 Look at similarities, differences, patterns and change. (changes in seasons) Health and self care 40-60 Shows understanding of the need for safety. (learning about firework safety)</p>	<p>Seasonal changes (throughout the year): - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies</p> <p>Animals, including humans: - 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</p>	<p>Animals including humans: - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>Uses of everyday materials: year 2</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 - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</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 - Recognise that 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</p>

				right amounts of different types of food, and hygiene			with being good conductors
	Spring	<p>People and communities 30-50 Talking about significant events in their own experiences (talk about vehicles or holidays they have been on) ELG Talk about past and present events in their own lives and the lives of family members (talk about vehicles or holidays they have been on)</p> <p>The World 30-50 Explain why things happen and how things work. (through junk modelling and construction and comparing different types of transport)</p>	<p>The World ELG make observations of animals and plants and explain why some things occur and talk about changes. (planting beanstalks) Children know about similarities and differences in relation to places, objects, materials and living things. (looking at straw, wood, bricks)</p>	<p>Materials: Identify and compare the suitability of everyday materials; Find out how the</p>	<p>Weather: - Observe and describe weather associated with the seasons and how day length varies</p>	<p>Living things and 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.</p>	<p>Forces & 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</p>

							two magnets will attract or repel each other, depending on which poles are facing
	Summer	<p>The World 40-60 Looking closely at similarities, differences patterns and change (looking at different sea creatures and environment and what they need to survive)</p> <p>Health and self care ELG children know the importance of ways to keep healthy and safe. (talking about beach safety and sun safety)</p>	<p>The World ELG Make observation of animals plants and explain why some things occur and talk about changes (trip to Kits Farm, planting in the outdoor area, planting sunflower) Children know about similarities and differences in relation to places, objects, materials and living things (talking about weather in different countries/ different times of the year)</p>	<p>Seasons: Observe changes across the seasons & how different temperature varies & affects what we do & wear; Describe different types of weather; Investigate by completing simple experiments</p>	<p>Plants: Look at wild & common plants & what they need to survive; Yr 1 – label different parts of plants Yr 2 – explore life cycle of a plant. Plant seeds.</p>	<p>Rocks & Fossils: - 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 rocks - Recognise that soils are made from rocks and organic matter</p>	<p>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 - 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>

2017 - 2018	Autumn	<p>The World 30-50 -Talk about why things happen and how things work. (Autumn)</p> <p>-Developing and understanding of growth or changes over time. (how we have changed/starting school)</p>	<p>The World 40-60 Look at similarities, differences, patterns and change. (changes in seasons) Health and self care 40-60 Shows understanding of the need for safety. (learning about firework safety)</p>	<p>Working scientifically (Scientific skills): - 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>	<p>Materials curriculum): (y1</p>	<p>Animals, including humans: - Identify the different types of teeth in humans and their simple functions - Describe the simple functions of the basic parts of the digestive system in humans. - Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Light: - Understand and recognise light and dark - Know how to protecting themselves from the dangers of the sun - Notice that light reflects off surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Shadows and the way the size of shadows change.</p>
	Spring	<p>People and communities 30-50 Talking about significant events in their own experiences (talk about vehicles or holidays they have been on) ELG Talk about past and present events in their</p>	<p>The World ELG make observations of animals and plants and explain why some things occur and talk about changes. (planting beanstalks) Children know about similarities</p>	<p>Human needs: exercise, eating healthily, hygiene and senses - 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>	<p>Plants: life cycle and common plants and trees. - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic</p>	<p>Light (continuing from Autumn 2): - Understand and recognise light and dark - Know how to protect themselves from the dangers of the sun - Notice that light</p>	<p>Sound: - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel</p>

		<p>own lives and the lives of family members (talk about vehicles or holidays they have been on)</p> <p>The World 30-50 Explain why things happen and how things work. (through junk modelling and construction and comparing different types of transport)</p>	<p>and differences in relation to places, objects, materials and living things. (looking at straw, wood, bricks)</p>		<p>structure of a variety of common flowering plants, including trees</p>	<p>reflects off surfaces</p> <ul style="list-style-type: none"> - Shadows and the way the size of shadows change 	<p>through a medium to the ear</p> <ul style="list-style-type: none"> - 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
	Summer	<p>The World 40-60 Looking closely at similarities, differences patterns and change (looking at different sea creatures and environment and what they need to survive)</p> <p>Health and self</p>	<p>The World ELG Make observation of animals plants and explain why some things occur and talk about changes (trip to Kits Farm, planting in the outdoor area, planting sunflower) Children know</p>	<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 	<p>Animals, including humans:</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, 	<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 	

		care ELG children know the importance of ways to keep healthy and safe. (talking about beach safety and sun safety)	about similarities and differences in relation to places, objects, materials and living things (talking about weather in different countries/ different times of the year)		herbivores and omnivores.	
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