

Science Program of Study Curriculum Map

Italics indicate key ideas to be taught in a unit.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year R	Topic: Once upon a rhyme Making and describing bread. Using senses to explore the natural environment.	Topic: Rumble in my tummy Floating and sinking. Food Hygiene; food from around the world. Balancing towers. How plants and animals get ready for winter.	Topic: When I grow up Changing and growing Natural and man-made. Using senses to explore the natural environment.	Topic: Jungle Explorers Using senses to explore the natural environment. Looking after animals and how they change. Sounds and hearing	Topic: Pirates Using senses to explore the natural environment. What I need to live.	Topic: Teddies Using senses to explore the natural environment. Minibeasts
	Topic: Green Fingers	Topic: Time machine (Homes)	Topic: Blast off (Neil Armstrong)	Topic: Mr Benn	Topic: Castles (Mary-Rose)	
Year 1 Nb: Year one are currently working from the new curriculum.	Plants <i>There are many different plants. Different parts of a plant have different functions to help the plant survive.</i>	Everyday materials <i>There are different materials. Different materials have different properties. Materials have describable properties.</i>	Humans and animals <i>Animals and humans have senses to help individuals survive. When animals sense things they are able to respond. Animals reproduce when they reach maturity. Most animals grow until they reach maturity and then do not get any larger.</i>	Humans and animals <i>There are different kinds of animals that have different characteristics and that eat different things. Animals have senses to help individuals survive. When animals sense things they are able to respond. Animals move in order to survive and different animals move in different ways.</i>	Seasonal change Throughout the year we go on seasonal walks. This unit brings together what we have discovered in this time. <i>There are different seasons that have different characteristics. Plants, animals and humans change in response to the changing seasons. Plants eventually die, they make seeds to reproduce and make more plants. Some plants die after producing seed, others live for many generations. Science works by observing the real world and drawing conclusions from those observations.</i>	

Year 2	Topic: The Great Bordon Bake Off.	Topic: Remembrance	Topic: Dragonology (The Great Fire of London)	Topic: Google Earth	Topic: 80 days around the world
	<p>Animals including humans Hygiene and healthy eating.</p> <p><i>Exercise keeps animals' bodies in good condition and increases survival chances.</i> <i>All animals eventually die.</i> <i>Animals reproduce when they reach maturity.</i> <i>Most animals grow until they reach maturity and then do not get any larger.</i> <i>*Animals move in order to survive and different animals move in different ways.</i> <i>Animals need food too survive.</i> <i>Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</i></p>	<p>Plants / Gardening</p> <p><i>There are different kinds of plants.</i> <i>Plants need light, water and warmth to survive.</i> <i>Some plants die after producing seed, others live for many generations.</i></p>	<p>Everyday materials</p> <p><i>*Different materials have different properties.</i> <i>*Materials have describable properties.</i> <i>Materials can be changed by physical force.</i></p>	<p>Variation and classification Plants. Selbourne.- look at the life and work of a scientist; Gilbert White. <i>*Plants eventually die, they make seeds to reproduce and make more plants.</i> <i>Some plants die after producing seed, others live for many generations.</i> <i>Plants need light, warmth and water to grow and survive.</i> <i>Plants usually grow from seeds or bulbs.</i></p>	<p>Living things and habitats. <i>Living things are adapted to survive in different habitats.</i> <i>Environmental change can affect the plants and animals that live there.</i> <i>There is variation between all living things.</i> <i>Different plants and animals live in different places.</i> <i>Some things are living,</i> <i>Some were once living but now are dead and some things have never lived.</i></p>

**Science Vocabulary Curriculum Map
2014-15**

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year R	Topic: Once upon a rhyme Warm, soft, tasty, delicious, bland, crumbly, dry, wet.	Topic: Rumble in my tummy Float, sink, heavy, light, large, small, hibernate, food, hoard, squirrel,	Topic: When I grow up Baby, toddler, child, teenager, adult, taller. Bigger, smaller	Topic: Jungle Explorers Loud, soft, high, low,	Topic: Pirates Food, water, shelter, clothes, life, hungry, thirsty, cold.	Topic: Teddies Spider, worm, fly, ant, slug, snail, caterpillar, butterfly, ground, trees, leaves, under, on, beneath
	Forest walk: Spring, Summer, Winter, Autumn, log, leaf litter, soil, stone, grow, live alive, die, deciduous, evergreen, food, shelter protect, eat, shell, hunt, echo-location camouflage, hide, natural, manufactured, man-made, litter, Weather words: hot, cold, rain, cloud, fog etc. Plant names: grass, oak, gorse, chestnut mould, lichen etc. Animal names: Snail, slug, worm, ant, spider, woodlouse, millipede, squirrel, bat, etc. Parts of a plant: leaf, root, stem, flower, seed, fruit, shoot, twig, branch, bud etc. Colours: red, yellow, brown, green, blue, white, black, orange, grey etc.					
Year 1	Topic: Growing Plants leaf, stem, root, flower, tree, plant, deciduous, evergreen, blossom, petals, fruit, trunk, branches, stem, bulb, shape, colour, pointed, round, long, short, tall, seeds, water, soil, Plant names eg: oak, birch, holly, fir, apple, grass, daisy, dandelion, clover.	Topic: Light and Dark light, dark, darkness, see, eyes, transparent, translucent, opaque, shadow, silhouette, light source, material, colour, dull, shiny, reflective, reflection, Light sources eg: sun, stars, lamp, torch, candle.	Topic: Ourselves humans, similar, differences, baby, toddler, child, adult, grow, senses, sight, hearing, touch, taste, smell, blind, test, Main body parts inc: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, nose.	Topic: Materials wood, plastic, glass, metal, water, rock, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent.	Topic: Animals observe, compare, sort, fish, amphibians, reptiles, bird, mammals, feeding, exercise, herbivore, carnivore, omnivore, animal names eg: frogs, snake, lizard, sparrow, robin, eagle, seagull, cat, dog, sheep, hamster, horse, lion,	Topic: Seasonal Change. Spring, summer, autumn, winter, warm, hot, cold, dry, misty, frost, snow, evergreen, deciduous, shoots, leaves, day, night, hours of daylight, temperature, bar chart, weather, table, insects, minibeasts, flowers, eg: daisy, dandelion, clover, growth, death, trees eg: oak, apple, fir, pine, holly, birch
	Year 2	Topic: Grouping and changing materials	Topic: Pushes and pulls	Topic: Electricity	Topic: Variation	Topic: Healthy eating and growth

	<p>metal, plastic, wood, clay, sand, hard, rough, fragile, smooth, waterproof, soft, stiff, flexible, natural, man-made, solid, liquid, stretch, bend, twist, squash, dissolve, evaporate, condense.</p>	<p>measure, record, results, comparison, fair test, variable, investigation. Push, pull, movement, twist, squeeze, stretch, force, faster, slower, travel, further, surface, steep, flat, gradient, strength, speed, roll, rolling, direction.</p>	<p>electricity, circuit, batteries, bulb, bulb holder, connection, break, predict, explain</p>	<p>plants, animals, similarities, differences, criteria, graph, centimetre, measure, span, sort, speculate, body parts: eg: head, arm, leg, tail, eyes, hair, knees; adjectives eg: long, short, straight, curly, blond, brown, black, blue, green</p>	<p>sweet, salty, bitter, sour, protein, carbohydrates, vitamins, fat, sugars, fruit, vegetables, starchy foods, fish, meat, dairy, healthy, unhealthy, balanced diet. Food names, eg: potato, banana, cassava, rice, milk, cheese</p>	<p>words and phrases relating to life processes eg produce new plants, produce young, reproduce names for animals eg worm, snail, fly, robin; names for plants eg daisy, dandelion, oak tree; words which have a different meaning in other contexts eg shoot, fruit, earth, table expressions to describe location eg within, under, next to; comparative expressions.</p>
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Science Skills Curriculum Map
2014-15

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year R	Topic: Once upon a rhyme	Topic: Rumble in my tummy	Topic: When I grow up	Topic: Jungle Explorers	Topic: Pirates	Topic: Teddies
	Sc1.1 SC 1.2 a,b,e,f,h,i	Sc1.1 SC 1.2 a,b,e,f,h,i	Sc1.1 SC 1.2 a,b,e,f,h,i	Sc1.1 SC 1.2 a,b,e,f,h,i	Sc1.1 SC 1.2 a,b,e,f,h,i	Sc1.1 SC 1.2 a,b,e,f,h,i
Year 1	Topic: Growing Plants	Topic: Light and Dark	Topic: Ourselves	Topic: Materials	Topic: Animals	Topic: Seasonal Change.
	Sc1.1 Sc 1.2b,f,g &h	Sc 1.1 Sc1 .2b,c,e,f,g,h&i	Sc1.1 Sc 1.2a,b,e,f,g&h	Sc 1.1 SC1.2a,b,e,f,g&h	Sc1.1 Sc1.2 b,e,f,g,h	Sc1.1 Sc1.2 a,b,e,f,g,&h
Year 2	Topic: Grouping and changing materials	Topic: Pushes and pulls	Topic: Electricity	Topic: Variation	Topic: Healthy eating and growth	Topic Plants and animals
	Sc1.1 Sc1.2 a,b,d,e,f,g&,h	Sc1.1 SC 1.2 a,b,c,d,e,f,g,j	Sc1.1 Sc1.2 b,c,e,i &j	Sc1.1 SC 1.2 a,b,c,d,e,f,g,h,l,j	Sc1.1 Sc1.2 a,b,e,f & g	Sc1.1 Sc 1.2 a,b,c,d,e,f,g,h,l &j