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| Curriculum Map: Science | | | | | | |
| Year 1/3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Evolution** | **We are Yorkshire** | **Once Upon A Time** | **Is There Anyone Out There?** | **Making a Difference** | **Battles/Events That Shape The World** |
| **Star Gazers** | **Land Ahoy** | **ID/Myself and My Family** | **Muck/Mess and Mixtures** | **Fallen Fields** | **Tomorrow’s World** |
| *Early Years/KS1* | | | | | |
| **Topic:** Seasonal Changes  **Enquiry type:** research using secondary resources/ observing over time  **Working scientifically:** Gathering and recording data- chart | **Topic:** seasonal changes  **Enquiry type:** observing over time  **Working scientifically:** plan/set up and perform a test | **Topic**: Animals including Humans – Focus on human aspects  **Enquiry type:** observing over time  **Working Scientifically**: plan/set up and perform a test | **Topic:** material properties – everyday materials  **Enquiry type:** pattern seeking  **Working scientifically:** gathering and recording data to help in answering questions | **Topic:** Plants – common names and basic structures  **Enquiry type:** comparative and fair testing  **Working scientifically:** observe and measure | **Topic:** living things and their habitats  **Enquiry type:** research using secondary resources  **Working scientifically:** asking simple questions and recognising that they can be answered in different ways |
| *KS2* | | | | | |
| **Topic: CY1 (**Y3/4) Rocks /fossils  (Y5/6) Evolution  **CY3** Earth and Space -all  (Y3/4) Planets, sun, night and day, space travel  (Y5/6) Seasons, geocentric, heliocentric models, moon/ constellations  **Enquiry type:** identifying, classifying and grouping  Observing over time  **Working scientifically:** set up and perform a test /reporting on findings | **Topic:** states of matter  (Y3/4) solids/liquids/ gases  (Y5/6) processes involved in the water cycle (link to English –Explanation text)  **Enquiry type:** comparative and fair testing  **Working scientifically:** evaluate and conclude | **Topic:** animals including humans – focus on humans  **CY1**(Y3/4) Skeletons /muscles  (Y5/6) Life Cycle of humans/ puberty)  **CY3** (Y3/4) Digestive system/teeth  (Y5/6) Circulatory system/heart, diet/exercise. drugs  **Enquiry type:** research using secondary resources  **Working scientifically:** reporting on findings | **Topic:** Properties and Changes in materials  (Y3/4) different materials/purpose, processes of separation, solutions  (Y5/6) conductivity - thermal/electrical  **Enquiry type:** Comparative and fair testing  Observing over time  **Working scientifically:** recording | **Topic:** Forces (Y3/4 Forces and Magnets)  (Y5/6) gravity, air resistance, friction, mecnhanisms  **Enquiry type:** pattern seeking  **Working scientifically:** recording | **Topic:** animals including humans – focus on humans  **CY1** Food groups/ healthy eating (all)  **CY3** (all) food chains, teeth of animals  **Enquiry type:** observing over time  **Working scientifically:** observing and measuring |
| Year Y2/4 | **Inspiring Inventions** | **What A Performance** | **Media Makers** | **A Country Life** | **Journeys into the Unknown** | **Time Traveller** |
| **Blood, Bottom, Burps** | **Heroes and Villains** | **Memory Box** | **It’s A Wonderful World** | **The Enchanted Woodland** | **Natural Disasters** |
| *Early Year/KS1* | | | | | |
| **Topic:** animals including humans – focus on animal aspects  **Enquiry type:** identifying, classifying and grouping  **Working scientifically:** identifying and classifying. | **Topic:** material properties – everyday materials  **Enquiry type:** pattern seeking  **Working scientifically:** Gathering and recording data | **Topic**: Light and astronomy- seasonal changes  **Enquiry type:** observing over time  **Working Scientifically:** plan/set up and perform a test | **Topic:** Plants – common names and basic structures  **Enquiry type:** comparative and fair testing  **Working scientifically:** observing closely, using simple equipment | **Topic:** living things and their habitats  **Enquiry type:** research using secondary resources  **Working scientifically:** asking simple questions and recognising that they can be answered in different ways | **Topic:** material properties – everyday materials  **Enquiry type:** pattern seeking  **Working scientifically:** Gathering and recording data- |
| *KS2* | | | | | |
| **Topic:** Sound  (Y3/4) sound vibrations/how we hear, pitch, volume  (Y5/6) embed Y3/4 work, how we hear, parts of the ear  **Enquiry type:** Comparative and fair testing.  **Working scientifically:** Conclude | **Topic:**  Electricity  (Y3/4) appliances, simple circuit (not symbols, safety bulbs/switches, conductivity  (Y5/6) brightness, voltage, symbols in circuits, safety  **Enquiry type:** Comparative and fair testing  **Working scientifically:** plan | **Topic:** Light  (Y3/4) Light and shadows  (Y5/6) how light travels  **Enquiry type:** Comparative and fair testing  **Working scientifically:** conclude | **Topic:** plants(Y3/4) Parts of the plant/water transportation, pollination  Living things and their habitats (Y5/6) differences in life cycles of animals, reproduction in plants, and some animals  **Enquiry type:** identifying, classifying and grouping/ observing over time  **Working scientifically:** report/observe and measure | **Topic:** living things and their habitats  (Y3/4) Grouping and classification  (Y5/6) Characteristics of living things  **Enquiry type:** research using secondary resources  **Working scientifically:** report | **Topic:** animals including humans **(CY2 all)** Human impact on the environment/ climate change  **(CY4)**  (Y3/4) Project on a species of animal, incorporating all elements of learning – linked to English  (Y5/6) Project on a well-known biologist.  **Enquiry type:** research using secondary resources  **Working scientifically:**  (Y3/4) report  (Y5/6) identifying scientific evidence that has been used to support or refute ideas or arguments |

Enquiry type and working scientifically will have a specific focus each half term, this needs to be part of focus teaching. All other areas of enquiry and working scientifically will weave through theme and be carried out in group sessions.