






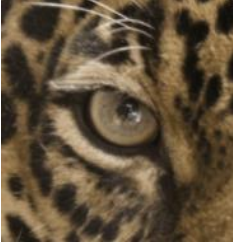










# Adderley Primary School







## Whole School Science Curriculum Map 2023 - 2024

	Autumn 1	Autumn 2	Spring		Summer 1	Summer 2
EYFS	Me and My Community & Move it	Once Upon a Time	Spring 1 Starry Night	Spring 2 Ready Steady Grow	Summer 1 Dangerous Dinosaurs	Moving On
	 					
Understanding the world						
Year 1	Childhood & School Days <b>History</b>	Paws, Claws and Whiskers <b>Art and Design</b>	Spring 1 Chops, Slice and Mash <b>Design and Technology</b>	Spring 2 Our Wonderful World <b>Geography</b>	Bright Lights, Big City <b>Geography</b>	The Enchanted Woodland <b>Science</b>
						
LTI / Companion Project	<a href="#">How does it feel?</a> <a href="#">Everyday Materials</a>	<a href="#">Can you leap like a frog?</a> <a href="#">What can worms sense?</a>	<a href="#">What can our hands do?</a> <a href="#">What is camouflage for?</a>	<a href="#">Seasonal changes</a>	<a href="#">Plant Parts</a> <a href="#">Do pine cones know its raining?</a>	<a href="#">Are all leaves the same?</a>

Science areas of learning	Everyday materials	Animals, including humans	Animals, including humans	Seasonal changes	Plants	Plants
NC	<ol style="list-style-type: none"> <li>1. Distinguish between an object and the material from which it is made</li> <li>2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>3. Describe the simple physical properties of a variety of everyday materials</li> <li>4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe changes across the four seasons</li> <li>2. Observe and describe weather associated with the seasons and how day length varies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>2. Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>2. Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ol>




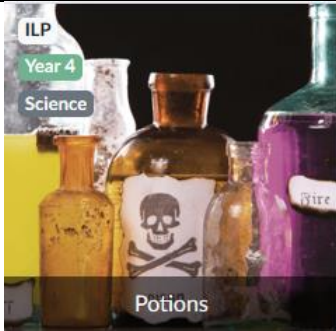


	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1		Summer 2
Year 2	Muck, Mess and Mixtures <b>A&amp;D</b> & Remarkable Recipes <b>D&amp;T</b>	Magnificent Monarchs <b>History</b>	Wriggle and Crawl <b>Science</b>	Spring 2	Summer 1	Coastline <b>Geography</b>
				Let's Explore the World <b>Geography</b>	Flower Head <b>A&amp;D</b>	






						
LTI / Companion Project	<a href="#">Which stuff is stickier?</a> <a href="#">How is mud made?</a>	<a href="#">Animal survival</a> <a href="#">Push and Pull</a> <a href="#">Human Survival</a>	<a href="#">Do insects have a favourite colour?</a> <a href="#">What is the life cycle of a ladybird?</a>	<a href="#">Animal survival - Habitats</a> <a href="#">Where do snails live?</a>	<a href="#">How does grass grow?</a> <a href="#">How do plants grow in winter?</a>	<a href="#">Will it degrade?</a> <a href="#">Uses of materials</a>
Science areas of learning	Uses of everyday materials	Animals including humans	Living things and habitats	Living things and habitats	Plants	Materials
NC	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

			animals, using the idea of a simple food chain, and identify and name different sources of food	for humans of exercise, eating the right amounts of different types of food, and hygiene.		
Year 3	Scrumdiddlyumptious D&T & Cook Well, Eat Well D&T	Through the Ages History & Prehistoric Pots A&D	Tremors Geography	Greenhouse D&T	Gods and Mortals History	One Planet, our World Geography
						
LTI / Companion Project	<a href="#">Is it safe to eat?</a> <a href="#">Which is the juiciest fruit?</a>	<a href="#">Animal nutrition and the skeletal system</a>	<a href="#">How do fossils form?</a> <a href="#">What is sand?</a>	<a href="#">Why are trees tall?</a> <a href="#">What are flowers for?</a>	<a href="#">Can you block magnetism?</a> <a href="#">What does friction do?</a>	<a href="#">Why do shadows change?</a> <a href="#">What are sunglasses for?</a>
Science areas of learning	Animals including humans	Animals including humans	Rocks	Plants	Forces and Magnets	Light
NC	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk,</li> </ul>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be</li> </ul>

	<p>they get nutrition from what they eat</p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>skeletons and muscles for support, protection and movement.</p>	<ul style="list-style-type: none"> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<p>leaves and flowers</p> <ul style="list-style-type: none"> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>between two objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>dangerous and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>
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 <b>Autumn 1</b>		<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2 &amp; Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<b>Invasion History</b>	Functional and Fancy Fabrics <b>A&amp;D</b>  Fresh Food, Good Food <b>D&amp;T</b>	<b>Potions Science</b>	<b>Misty Mountains and Winding Rivers Geography</b>	<b>Road Trip USA! Geography</b>
					
<b>LTI / Companion Project</b>	<a href="#">Food and the digestive system</a> <a href="#">What is spit for?</a>	<a href="#">What conducts electricity?</a> <a href="#">How do plugs work?</a>	<a href="#">Are all liquid runny?</a> <a href="#">Where does water go?</a>	<a href="#">What do squirrels eat?</a> <a href="#">Where does water go?</a>	<a href="#">Sound</a> <a href="#">Can we block sound?</a>
<b>Science areas of learning</b>	Animals including humans	Electricity	States of matter	Living things and their habitats	Sound
<b>NC</b>	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> </ul>	<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells,</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> </ul>

	<ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
Year 5	<p><b>Stargazers &amp; Earth and Space Science</b></p> 	<p><b>Fallen Fields (WW1 x2) History</b></p> 	<p><b>Sow, Grow and Farm Geography</b></p> 	<p><b>Eat the Seasons D&amp;T &amp; Moving Mechanisms D&amp;T</b></p> 	<p><b>Pharaohs History</b></p> 
	<p>LTI / Companion Project</p> <p><a href="#">Earth and space</a> <a href="#">How do rockets lift off?</a></p>	<p><a href="#">How do worms reproduce?</a></p>	<p><a href="#">Human reproduction and ageing</a></p>	<p><a href="#">How do levers help us?</a> <a href="#">Why are zipwires so fast?</a></p>	<p><a href="#">Why does milk go off</a> <a href="#">Do all solids dissolve?</a></p>

Science Topic	Earth and Space	Living things and their habitats	Animals including humans	Forces	Properties and changes of materials
NC	<ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> <li>Science – key stages 1 and 2 28 Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>
Year 6	Blood Heart Science	Frozen Kingdom Geography	A Child's War History & Britain at War History	Islamic Golden Age History Islamic Art A&D	Maafa History



					
LTI / Companion Project	<a href="#">How does blood flow.</a> <a href="#">What can your heart rate tell you</a>	<a href="#">How do animals stay warm</a>	<a href="#">How does inheritance work</a> <a href="#">Why is holly prickly</a>	<a href="#">Islamic Golden Age</a> <a href="#">Tomorrow's World</a> <a href="#">Britain at War</a>	<a href="#">Mafaa</a> <a href="#">Can you turn the lights do.</a> <a href="#">Can you send a coded message</a>
Science Topic	Animals including humans	Living things and their habitats	Evolution and inheritance	Light	Electricity
NC	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>