

St Saviour's C.E. Primary School Curriculum Map - Science

EYFS	In EYFS we lay the foundation for science through explorative play and investigations. We use sand, water, and malleable material daily. The areas of learning that support laying the foundation for Science learning are Communication and Language, Personal					
	Social Emotional Development and Understanding the World.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seasonal Change	Seasonal Change	Seasonal Change	Seasonal Change	Seasonal Change	Seasonal Change
Year 1	How do our bodies work?	What are the properties of different materials?	What are the properties of different materials?	What are the different types of animals?	What do plants need to survive?	What do plants need to survive?
Year 2	What are the uses of everyday materials?	What changes occur when humans and animals grow?	What happens to plants as they grow?	How do habitats provide for living things?	How do habitats provide for living things?	What do animals and humans need for survival?
Year 3	What is special about rocks?	How do animals and humans move? (Skeleton and movement)	What is magnetism? (Forces including magnets)	Light	Plants	Plants <i>Life cycles</i>
Year 4	How are living things classified? Classification	How does electricity work?	How does our digestive system work?	What makes materials different? (States of matter)	Nature and the Environment	What is Sound?
Year 5	What is in Space?	What are the properties of materials?	What are the changes that happen to materials?	What are living things and their habitats? (Exploring naturalists)	What are the stages of development for living things? (Human development)	What is a force?
Year 6	How have living things changed over time? (Evolution and inheritance)	How have living things changed over time? (Evolution and inheritance)	How does light travel, change and behave?	How is electricity used in circuits?	How are living things classified? Karl Linnaeus	How does the circulatory system enable the body to function? (Animals including humans)