

CURRICULUM MAP



SUBJECT: Science

YEAR: 2019-20

SKILL/ KNOWLEDGE	NURSERY	YR	Y1	Y2
Working Scientifically	<p>CLL - Understanding Begin to understand 'How' and 'Why' questions 30-50 months</p> <p>CLL – Speaking - Questions why things happen and gives explanations - Uses talk to connect ideas, explain what is happening and relive experiences - Builds up vocabulary that reflects experiences 30-50 months</p>	<p>CLL - Understanding Begin to understand 'How' and 'Why' questions 30-50 months Listens and responds to expressed by others in conversation and discussion 40-60 months</p> <p>CLL – Speaking - Questions why things happen and gives explanations - Uses talk to connect ideas, explain what is happening and relive experiences - Builds up vocabulary that reflects experiences 30-50 months Uses talk to organise sequence and clarify thinking, ideas feelings and events 40-60 months</p>	<p>During group task children will show they can-</p> <ol style="list-style-type: none"> Asking simple questions and recognizing 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>Independently children will show they can-</p> <ol style="list-style-type: none"> Asking simple questions and recognizing 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
Plants	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants animals, natural and found objects. 30-50 months Developing an understanding of growth, decay and changes over time. 30-50 months 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants animals, natural and found objects. 30-50 months Developing an understanding of growth, decay and changes over time. 30-50 months <p>Looks closely at similarities, differences, patterns and change. 40-60 months</p>	<ol style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ol style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Animals including humans	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months Developing an understanding of growth, decay and changes over time.30-50 months Show care and concern for living things and the environment. 30-50 months 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months Developing an understanding of growth, decay and changes over time.30-50 months Show care and concern for living things and the environment. 30-50 months <p>Looks closely at similarities, differences, patterns and change. 40-60 months</p>	<ol 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, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ol style="list-style-type: none"> 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 right amounts of different types of food, and hygiene.

Everyday Materials	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months <p>Looks closely at similarities, differences, patterns and change. 40-60 months</p>	<ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3. Describe the simple physical properties of a variety of everyday materials 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ol style="list-style-type: none"> 1. Identify and compare the uses of a variety of everyday materials, 2. Compare how different materials move on different surfaces
<p>EYFS/Year 1 Seasonal changes</p> <p>Year 2- living things and their habitats</p>	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants animals, natural and found objects 30-50 months • Looks closely at similarities, differences, patterns and change. 40-60 months 	<ol style="list-style-type: none"> 1. Observe changes across the four seasons 2. Observe and describe weather associated with the seasons and how day length varies. 	<ol style="list-style-type: none"> 1. Explore and compare the differences between things that are living, dead, and things that have never been alive. 2. 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 3. Identify and name a variety of plants and animals in their habitats, including micro-habitats 4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Key historical events and people.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • David Attenborough 	David Attenborough	Felix Baumgartner