The Three Schools EYFS & KS1 Science Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Sorting / Comparing / testing materials Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies	Forces: push, pull, twist Air transport Water transport Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt? Comparing / testing materials for a purpose (floating/sinking)
Year 1	**Human Body** Naming parts of the body, the five senses and associated body parts, understanding sensory impairment.	**Animals and their Needs** Living things, naming animals, grouping animals, describing animals, how plants and animals obtain food, offspring, caring for animal babies, caring for pets.	**Seasons and Weather** The four seasons, tools to record the weather, daily weather and weather forecasts, weather symbols, weather around the world, floods and hurricanes.	**Taking Care of the Earth** The Earth's natural resources, conservation of natural resources, logging, recycling, how pollution is caused and can be prevented.	**Plants** What plants need to grow, the parts and functions of plants, food production, flowers and seeds, deciduous and evergreen, farming, crops, pesticides, harvest, from field to supermarket.	**Materials and Magnets** Classification of materials, magnets, magnetic attraction
Year 2	**The Human Body** The skeletal and muscular systems, exercise, digestive system and healthy eating, circulatory system, preventing illness, germs and disease, animals and their offspring.	**Living Things in their Environments** Habitats: rainforest, desert, meadow and underground habitats. Food chains, oceans and undersea habitats, deep ocean habitats and habitat destruction and damage.	**Electricity** Circuits, conductive and non-conductive materials, safety rules.	**Plants** Seeds and bulbs, plants and water, light, temperature, healthy plants	**Materials and Matter** Comparing materials, changing materials, concepts of atoms, matter, solids, liquids, gases, measurements.	**Astronomy** Our solar system, orbit and rotation, sun, moon, planets, stars, constellations.

National Curriculum Coverage

Working Scientifically KS1	Year 1						Year 2					
	Human Body	Animals and their Needs	Seasons and Weather	Taking Care of the Earth	Plants	Materials and Magnets	The Human Body	Living Things and their Environments	Electricity	Plants	Materials and Matter	Astronomy
Statutory												
asking simple questions and recognising 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			✓		✓	✓				✓	✓	✓
Notes and guidance												
use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships		✓			✓	✓						✓
ask people questions and use simple secondary sources to find answers	✓			✓			✓		✓			
use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out			✓		✓					✓	✓	✓
record and communicate their findings in a range of ways and begin to use simple scientific language (with help)		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓