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| **Wibsey Web LogoSubject Curriculum Map Science 2023-2024**  |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Year 1** | Humans* The basic parts of the human body
* The 5 senses
 | Materials* Identifying objects and naming the everyday materials from which they are made
* Compare and group materials
 | Plants* Label parts of a plant /tree
* Identify and name a variety of plants, including deciduous and evergreen trees
* Growing plants
 | Animals* Identify and name a variety of common animals: fish, amphibians, reptiles, birds and mammals
* Identify and name 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
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| **Year 2** | Living things and their habitats* Plants and animals and their habitats – how living things are suited to their habitats and how their habitats provide for their basic needs
* Simple food chains
 | Uses of everyday materials* Suitability of different materials for particular uses
* Changing the shapes of some materials by squashing, bending, twisting, stretching
 | Animals including humans* Animals have young that grow into adults
* Basic needs of animals for survival
* Importance of exercise, a balanced diet and hygiene for humans
 | Plants including light* What plants need to grow and stay healthy
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| **Year 3** | Animals including Humans* Nutrition
* The role of skeletons and muscles for support, protection and movement
 | Magnets and Forces* Forces where direct contact is necessary
* Magnetic forces
 | Plants* Function of different parts of flowering plants
* Investigate what plants need for life and growth
* Investigate how water is transported within plants

The role of flowers in the life cycle of flowering plants   | Light and Shadow* Why we need light and what dark is
* Reflection of light form surfaces
* Shadow formation
 | Rocks and Soils* Different types of rocks – comparing and grouping
* The formation of fossils
* How soil is made
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| **Year 4** | Living Things and Their Habitats; Plants* Grouping living things
* Classification keys
* Changing environments
 | Electricity* Uses of electricity
* Construct a simple series electrical circuit
* Switches
* Conductors and insulators
 | Animals Including Humans * The Digestive System
* Teeth
* Food chains
 | Animals Including Humans * The Digestive System
* Teeth
* Food chains
 | States of Matter * Solids, liquids and gases – compare and group materials
* Heating and cooling – changing states of matter

Water cycle – evaporation and condensation | Sound* How sounds are made
* How sound travels
* Investigating pitch and volume
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| **Year 5**  | Forces* Gravity
* Air resistance
* Water resistance
* Friction
 | Earth and Space* The movement of the Earth and other planets, relative to the Sun
* The movement of the Moon relative to the Earth
* The Earth, Sun and Moon

The Earth’s rotation  | Properties and Changes of Materials* Properties of materials – hardness, solubility, transparency, conductivity, and response to magnets – compare and group together
* Solutions and substances
* Separating mixtures – filtering, sieving and evaporating
* Uses of everyday materials
* Reversible and irreversible changes
 | Living Things and Habitats* Life cycles of mammals, amphibians, insects and birds
* Reproduction – plants and animals
 | Animals including Humans (4 weeks) – Links to WSFL* Changes as humans develop to old age
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| **Year 6** | Light* How light travels
* Why objects are seen

Shadow formation | Electricity* Investigating brightness and volume in a circuit
* Circuit diagrams
 | Animals including humans* The human circulatory system
* Impact of diet, exercise, drugs and lifestyle on the way our bodies function
* How nutrients and water are transported in animals, including humans
 |  Living things and their habitats (link with mountains case study Lake District) * Classification of living things
 | Evolution and inheritance* How living things have changed over time
* Fossils
* How animals and plants are adapted to suit their environment
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