

# CURRICULUM MAP - SCIENCE

	SKILLS PROGRESSION	AUTUMN TERM	SPRING TERM	SUMMER TERM
EARLY YEARS	<p>Asking simple questions to help their understanding.</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so big?"</p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Animals (excluding humans)</p> <p>Humans</p> <p>Living Things and their Habitats</p> <p>States of Matter</p> <p>Seasonal Changes</p>		
YEAR 1	<p><b>Asking simple questions and recognising that they can be answered in different ways</b></p> <p><b>Observing closely, using equipment</b> <b>Performing simple tests</b> <b>Identifying and classifying</b></p>	Humans and Animals	Materials	Plants
		Seasonal Changes		
YEAR 2	<p><b>Gathering and recording data to help in answering questions</b></p> <p><b>Using their observations and ideas to suggest answers to questions</b></p>	<p>Animals Including Humans - Healthy Me</p> <p>Everyday Materials</p> <p>Forces</p>	Living things and Their Habitats	Plants

YEAR 3	<p>Apply all of the above plus:  <b>Asking relevant questions and using different types of scientific enquiries to answer them</b></p> <p><b>Setting up simple practical enquiries, comparative and fair tests</b></p> <p><b>Making systematic and careful observations and taking accurate measurements</b></p>	<p>Forces and Magnets</p> <p>Light and Shadows</p>	<p>Rocks and Soil - Earth Rocks!</p> <p>Animals Including Humans</p>	<p>Plants</p>
YEAR 4	<p><b>Gathering, recording, classifying and presenting data using simple scientific language, drawings, labelled diagrams, bar charts, and tables</b></p> <p><b>Reporting on findings from enquiries, including oral and written explanations</b></p> <p><b>Identifying differences, similarities or changes related to simple scientific ideas and processes</b></p> <p><b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions and for setting up further tests.</b></p>	<p>All Living Things</p> <p>States of Matter</p>	<p>Teeth and Eating</p> <p>Sound</p>	<p>Electricity</p>
YEAR 5	<p>Apply all of the above plus:  <b>Planning different types of scientific enquiries to answer questions</b></p> <p><b>Taking measurements, using a range of scientific equipment</b></p>	<p>Materials and their Properties</p> <p>Living things</p>	<p>Space</p>	<p>Forces</p>
YEAR 6	<p><b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</b></p>	<p>Living Things</p> <p>Evolution and Inheritance</p>	<p>Electricity</p>	<p>Animals Including Humans - Circulatory System</p> <p>Light</p>

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.