**Science – Curriculum Map****s**

**Age phase:** Lower KS2 **Year: A**

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| Theme | **Extreme Earth** | **Ancient Civilisations** | **Significant Authors** | **Rainforests and Rivers - The Amazon** | **Democracy** | **Farming – Field to Fork** |
| Science heading | Rocks | Animals inc Humans |  | States of Matter | Forces and Magnets | Plants  **(Vermiculite)** |
| NC Objectives | compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;  describe in simple terms how fossils are formed when things that have lived are trapped within rock;  recognise that soils are made from rocks and organic matter. | identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;  identify that humans and some other animals have skeletons and muscles for support, protection and movement |  | compare and group materials together, according to whether they are solids, liquids or gases;  observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C);  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | compare how things move on different surfaces;  notice that some forces need contact between two objects, but magnetic forces can act at a distance;  observe how magnets attract or repel each other and attract some materials and not others;  compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials;  describe magnets as having two poles;  predict whether two magnets will attract or repel each other, depending on which poles are facing | identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;  explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;  investigate the way in which water is transported within plants; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |

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| Theme | **Climate Heroes** | **Art Attack – Product Design** | **Stone Age** | **Against the Odds** | **The Great Fire** | **Moors and Mountains** |
| Science Heading | Electricity |  | Sound | Animals inc Humans | Light | Living Things and their habitats |
| NC Objectives | identify common appliances that run on electricity;  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;  identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery;  recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;  recognise some common conductors and insulators, and associate metals with being good conductors |  | identify how sounds are made, associating some of them with something vibrating;  recognise that vibrations from sounds travel through a medium to the ear;  find patterns between the pitch of a sound and features of the object that produced it;  find patterns between the volume of a sound and the strength of the vibrations that produced it;  recognise that sounds get fainter as the distance from the sound source increases. | identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;  identify that humans and some other animals have skeletons and muscles for support, protection and movement | recognise that they need light in order to see things and that dark is the absence of light;  notice that light is reflected from surfaces;  recognise that light from the sun can be dangerous and that there are ways to protect their eyes;  recognise that shadows are formed when the light from a light source is blocked by an opaque object;  find patterns in the way that the size of shadows change. | recognise that living things can be grouped in a variety of ways;  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;  recognise that environments can change and that this can sometimes pose dangers to living things. |