

Catherington Church of England Infant School: SCIENCE Curriculum Map



Learning journey HIAS	Approximate number of sessions require to teach spread over Year 1 and 2
How animals survive.	7
Animal life cycles / life time lines	5
Pushes, pulls and their effects.	7
Habitats and how the seasons affect them.	16
Materials, their properties and why we choose materials to do jobs. *	6
	6
	6
How do plants grow?	10
Making new plants	6
<u>NATIONAL CURRICULUM AIMS KEY STAGE ONE SCIENCE</u> <p>Making new plants. The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p> <p>'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1</p>	

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	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR R	<p><u>DARK</u> What is it like in the dark? Why is it dark? Nocturnal animals, caves. How are shadows made?</p> <p><u>LIGHT</u> Where does light come from? Simple natural sources of light. Light indoors, simple explanation of Electricity, mains and batteries.</p> <p><u>SPACE</u> Where is space? What is it like there? What planets are in space.</p> <p><u>FREEZING AND MELTING</u> Water freezes, ice melts when it gets warm. We put things in the freezer to freeze them.</p> <p>Outdoor explorers focus- Autumn and Winter</p>	<p><u>MATERIALS</u> Uses senses to sort and name different materials (wood, metal, plastic, fabric) Test strength and how waterproof they are. Choose materials to build with. Make jelly- simple changes. Play with magnets.</p> <p><u>GROWING</u> What grows? Learn about different types of trees. Name different plants in our environment. Plant vegetables. What do things need to grow? (water, light, soil)</p> <p><u>THE WOODS AS A HABITAT</u> What is it like in the woods? What likes to live there and why?</p> <p>Outdoor explorers focus- Spring</p>	<p><u>MINIBEASTS</u> What is a mini beast? Name common mini beasts we might find around the school. Where do they live? Why do they like to live in different places? Make bug hotels.</p> <p><u>ANIMALS</u> Name different animals that we may see (cat, dog, woodland animals, sea creatures, farm animals) Where do they like to live? What do they eat? What do they need to stay alive- water, food.</p> <p>Outdoor explorers focus- Summer</p>
<p><u>Ongoing learning:</u> What season is it? How do we know? What changes can we see around the school? What is the weather like in this season? How do we dress differently in the different seasons? How do we keep healthy- sleep, healthy food, water, washing. Floating and sinking- water always available during discovery time.</p>			
YEAR 1	<p>Animals including Humans (10 weeks) How animals survive</p>	<p>Everyday Materials Materials for toys (6 weeks) Materials for buildings (2 weeks)</p>	<p>Materials for buildings (4 weeks)</p> <p>Making New plants (6 weeks)</p>
<p><u>LONGITUDINAL STUDY- Seasonal Changes</u> Weather and Seasons, changes overtime- 2 weeks at the beginning and end of each term.</p>			
YEAR 2	<p>How do plants grow (10 weeks)</p>	<p>Uses of Everyday materials Materials for clothes (4 weeks) 6 weeks Animals including Humans Animals life cycles (5 weeks)</p>	<p>Pushes, pulls and effects (7 weeks)</p>
<p><u>LONGITUDINAL STUDY- Living Things and their Habitats</u> Habitats and how the Seasons affect them- 2 weeks at the beginning and end of each term</p>			