

## Acomb Primary School: Curriculum Content Map

<b>Science Content Map:</b>	<b>Cycle A</b>	<b>2021-22</b>	<b>2023-24</b>	<b>2025-26</b>
-----------------------------	----------------	----------------	----------------	----------------

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early Years</b>	<b>Seasons</b> <i>Focus on naming the seasons, monitoring daily changes and describing the weather using appropriate terminology and images.</i>					
	<b>Animals and their habitats</b> <i>Focus on naming a range of animals that live on land and may be found in stories (e.g. lion, tiger, cheetah).</i>	<b>Light and dark</b> <i>Focus on daily routines, activities and nocturnal/diurnal animals.</i>	<b>Working Scientifically</b>	<b>Materials</b> <i>Focus on exploring textures and the purposes of different materials. Use appropriate vocabulary to describe these.</i>	<b>Animals and their habitats</b> <i>Focus on naming common animals and what they need for survival (e.g. sheep, cow, horse, chicken, pig).</i>  <b>Plants</b> <i>Focus on naming common plants and the requirements needed for growth.</i>	<b>Animals and their habitats</b> <i>Focus on identifying common insects and the terminology to describe them.</i>
<b>Year One</b>	<b>Seasonal Changes</b> <i>Focus on observing the four changes across the seasons and describing weather associated with these seasons.</i>					
	<b>Animals, including humans</b> <i>Focus on identifying the senses, major body parts and describing themselves.</i>	<b>Animals, including humans</b> <i>Focus on naming the structure of common animals, and identifying carnivores, herbivores and omnivores</i>	<b>Everyday materials</b> <i>Focus on naming a range of common materials and identifying what objects are made from.</i>  <b>Working Scientifically</b>	<b>Plants</b> <i>Focus on naming common garden plants and trees and their constituent parts.</i>  <b>Working scientifically</b>		
<b>Year Two</b>	<b>Animals, including humans</b> <i>Focus on humans and their offspring, basic needs of humans and the importance of exercise and eating the right amounts of food types.</i>	<b>Animals, including humans</b> <i>Focus on animals and their offspring and the basic needs of animals to survive.</i>  <b>Living things and their habitats</b> <i>Focus on the differences between dead, alive and never been alive, habitats (including microhabitats) and food chains</i>	<b>Uses of everyday materials</b> <i>Focus on suitability of materials and identifying how shapes of solid objects can be changed.</i>  <b>Working Scientifically</b>	<b>Plants</b> <i>Focus on how seeds and bulbs grow into plants and what plants need to grow and stay healthy.</i>  <b>Working scientifically</b>		
	<b>Year Three &amp; Four</b>	<b>Rocks (Y3)</b> <i>Focus on naming and identifying the common types of rocks, their properties and the process of fossilisation.</i>	<b>Electricity (Y4)</b> <i>Focus on creating simple and series circuits, identifying materials that are both conductors and insulators.</i>	<b>Forces and Magnets (Y3)</b> <i>Focus on identifying the two main forces, forces that oppose movement and the properties/uses of magnets</i>	<b>Working scientifically</b> <i>Focus on completing investigations, some independently led, with a focus on recording and representing data gathered.</i>	<b>Living things and their habitats (Y4)</b> <i>Focus on how to classify living things and explore the impact the environment has on their habitats.</i>
<b>Year Five &amp; Six</b>		<b>Living things and their habitats (Y5 and Y6 obj. covered)</b> <i>Focus on identifying the life cycles of different animals and plants and understand reproduction.</i>  <i>Focus on how to classify using more complex criterion and develop a basic understanding of microorganisms.</i>		<b>Earth and space (Y5)</b> <i>Focus on describing the movement and properties of the planets, and accompanying moons, within the solar system</i>	<b>Light (Y6)</b> <i>Focus on identifying how light travels, refracts and enables us to see.</i>  <i>Focus on explaining how light travels through materials.</i>	<b>Properties and changes of materials (Y5)</b> <i>Focus on describing the properties of materials and explore states of matter and the changes these undergo.</i>

## Acomb Primary School: Curriculum Content Map

Science Content Map:	Cycle B	2022-23	2024-25	2026-27
----------------------	---------	---------	---------	---------

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early Years</b>	<b>Seasons</b> <i>Focus on naming the seasons, monitoring daily changes and describing the weather using appropriate terminology and images.</i>					
	<b>Animals and their habitats</b> <i>Focus on naming a range of animals that live under the sea and may be found in stories (e.g. starfish, shark, fish)</i>	<b>Light and dark</b> <i>Focus on daily routines, activities and nocturnal/diurnal animals.</i>	<b>Working Scientifically</b>	<b>Materials</b> <i>Focus on exploring textures and the purposes of different materials. Use appropriate vocabulary to describe this.</i>	<b>Animals and their habitats</b> <i>Focus on naming common animals and what they need for survival (e.g. sheep, cow, horse, chicken, pig).</i>  <b>Plants</b> <i>Focus on naming common plants and the requirements needed for growth.</i>	<b>Animals and their habitats</b> <i>Focus on identifying common insects and the terminology to describe them.</i>
<b>Year One</b>	<b>Seasonal Changes</b> <i>Focus on observing the four changes across the seasons and describing weather associated with these seasons.</i>					
	<b>Animals, including humans</b> <i>Focus on identifying the senses, major body parts and describing themselves.</i>	<b>Animals, including humans</b> <i>Focus on naming the structure of common animals, and identifying carnivores, herbivores and omnivores</i>	<b>Everyday materials</b> <i>Focus on naming a range of common materials and identifying what objects are made from.</i>  <b>Working Scientifically</b>		<b>Plants</b> <i>Focus on naming common garden plants and trees and their constituent parts.</i>  <b>Working scientifically</b>	
<b>Year Two</b>	<b>Animals, including humans</b> <i>Focus on humans and their offspring, basic needs of humans and the importance of exercise and eating the right amounts of food types.</i>	<b>Animals, including humans</b> <i>Focus on animals and their offspring and the basic needs of animals to survive.</i>  <b>Living things and their habitats</b> <i>Focus on the differences between dead, alive and never been alive, habitats (including microhabitats) and food chains</i>	<b>Uses of everyday materials</b> <i>Focus on suitability of materials and identifying how shapes of solid objects can be changed.</i>  <b>Working Scientifically</b>		<b>Plants</b> <i>Focus on how seeds and bulbs grow into plants and what plants need to grow and stay healthy.</i>  <b>Working scientifically</b>	
	<b>Year Three &amp; Four</b>	<b>States of matter (Y4)</b> <i>Focus on naming the states, their properties and the changes that occur through heating and cooling.</i> <i>Focus on exploring the water cycle.</i>		<b>Light (Y3)</b> <i>Focus on identifying how light is reflected from surfaces and how shadows are formed.</i>	<b>Sound (Y4)</b> <i>Focus on identifying how sounds are made, the changes to these (e.g. pitch, volume) and how we hear.</i>	<b>Animals including humans (Y3 and Y4 obj. covered)</b> <i>Focus on identifying the key food groups and the muscles/skeleton of the human body.</i> <i>Focus on describing the digestive system, the functions of teeth and explore food chains.</i>
<b>Year Five &amp; Six</b>		<b>Animals including humans (Y5 and Y6 obj. covered)</b> <i>Focus on describing the changes as humans develop, both life cycles and puberty.</i> <i>Focus on learning about the circulatory system and how to remain healthy.</i>		<b>Forces (Y5)</b> <i>Focus on the forces that resist movement, how these can be reduced and explore how mechanisms are used.</i>	<b>Electricity (Y6)</b> <i>Focus on using complex components and the associated symbols when creating circuits.</i>	<b>Evolution and inheritance (Y6)</b> <i>Focus on how living things have changed and adapted over time and the work of Charles Darwin.</i>