Science Curriculum Map Years R, 1 & 2

R

Paws, Claws and Whiskers
Animals (inc humans)

Looks closely at similarities, differences, patterns and change

Discuss similarities and differences in relation to places, objects, materials and living things

Talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

Year 1

Seasonal Changes
(Throughout the year/ Moon Zoom)

Name a range of different types of weather from pictures or sounds

Observe and record the daily weather on a chart or in a table

Broadly assign different weather types to seasons

Describe how day length changes over a year, from experience and know how it affects their lives

The Enchanted Woodland
Plants
Footprint

Identify and name common flowers and trees found growing in the locality

Identify the basic structure of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk

Sort trees into groups to show those that are evergreen and deciduous

(Bright Lights Big City)
Everyday Materials
Discovery

Group and sort materials according to their simple physical properties

Identify the materials an object is made from, suggesting why it is made from that material

Compare two or more different materials for their performance at a particular task

Name a range of everyday materials, including wood, plastic, metal, rock and glass

Identify whether an animal is carnivore, herbivore or omnivore and ow we might know this from their physical appearance

Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles , birds or mammals

Draw and label the basic parts of the human body, including those related to the senses

Identify and name a range of common animals from the local and wider environment

Year 2

(Muck, mess and mixtures)
Use Everyday Materials
Discovery

Identify the uses of everyday materials in a familiar location

Relate a material's physical properties to its uses e.g. describe or demonstrate how a material can be unsuitable for a task due to its ability to be changed by squashing or bending

(Wish you were here!)
Habitats Footprint

Describe how the shape of some materials can be changed by twisting, bending and squashing

Identify and describe the range of materials that can be used to make an object

Compare significant individuals who have developed useful materials. (e.g. Charles Macintosh or John Dunlop) and decide which individual's material is of most use to them

(All things bright and beautiful)
Plants and Living things
Footprint

Define the terms 'habitat' and 'micro-habitat', giving examples of animals that live in each place

Name and match animals to their offspring.

Sort and classify things according to whether they are dead, alive or have never been alive

Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water)

Explain simply how humans and some familiar animals change as they grow

Construct a simple food chain that includes humans as the top consumer

Identify the basic needs of animals and humans for survival, including good nutrition and regular exercise

Describe how plants grow, identifying what a plant needs for healthy growth and survival

Recognise that plants produce seeds in order to reproduce and generate new plants

Describe how bulbs help plants to grow in winter

(Wish you were here)
Habitats—footprint

Compare the living things in familiar habitats with the living things in a less familiar habitat

(PSHE)
Animals including humans

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key stage 1 programme of study - years 1 and 2

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Notes and guidance (non-statutory)

Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.

They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.

They should ask people questions and use simple secondary sources to find answers.

They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.

Enquiry skills

Asking Questions	Observing and measuring
Planning and setting up different types of enquiries	Identifying and classifying
Performing tests	Gathering and recording data
Using equipment	Reporting, presenting and communicating data/findings

Explore the world around them and raise their own simple questions	I ask simple questions
Ask people questions and use simple secondary sources to find answers	I use simple scientific vocabulary
Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data	I use simple equipment to make measurements
Observe closely using simple equipment with help, observe changes over time	I observe closely
Experience different types of science enquiries, including practical activities	I perform simple tests
Carry out simple tests	I perform simple tests
Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)	I can compare things, I sort and group them
With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language	I gather and record simple data in different ways
Record simple data	I gather and record simple data in different ways
Begin to recognise different ways in which they might answer scientific questions	I recognise that questions can be answered in different ways
Use their observations and ideas to suggest answers to questions	I talk about what I have found out
With guidance, they should begin to notice patterns and relationships	I talk about what I have found out
Talk about what they have found out and how they found it out	I talk about what I have found out