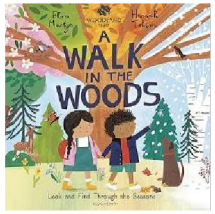
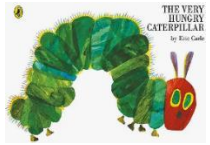
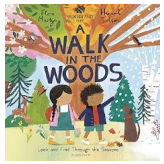
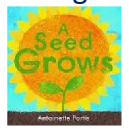
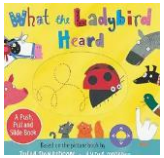
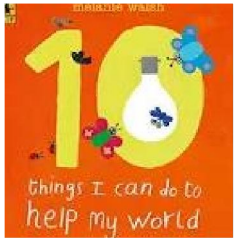
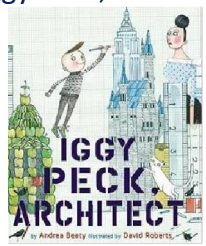
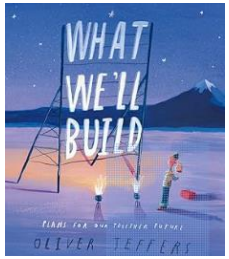
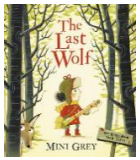
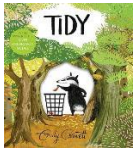
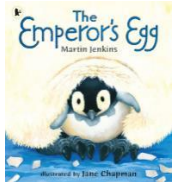
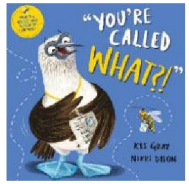
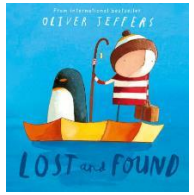
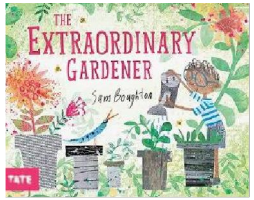
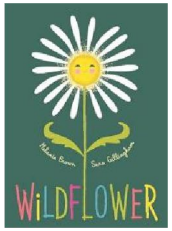
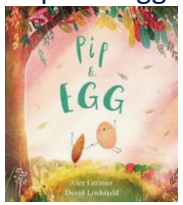
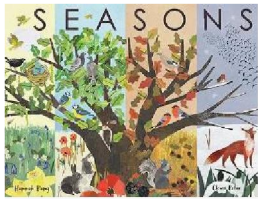
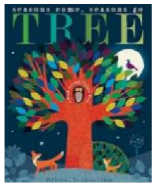
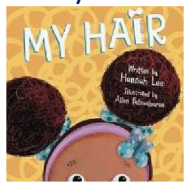
EYFS - Year 1 - Year 2
Science Curriculum map

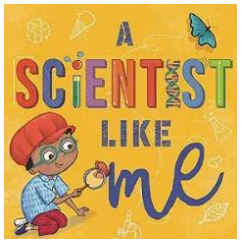
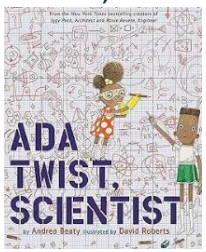
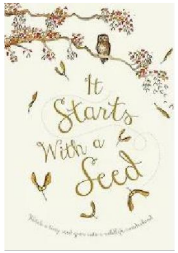
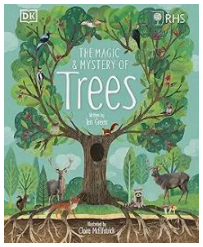
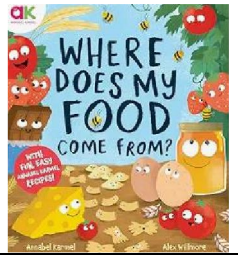
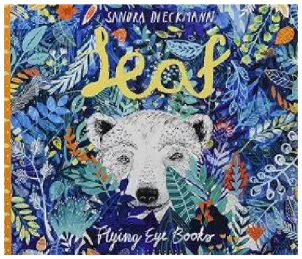
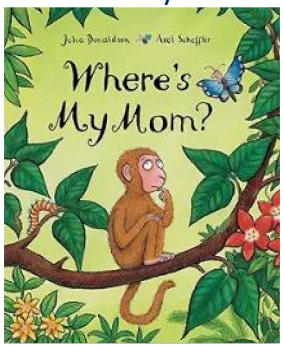
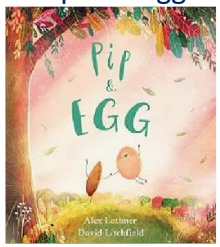
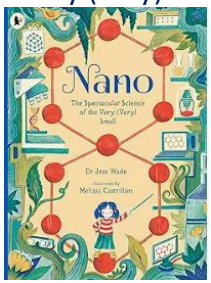
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**All About Me** All about me, our bodies, facial features, looking after my own health and hygiene; Rainbows and light; making porridge T4W Five Stories in 5 Weeks (Little Jack, The Rainbow Princess, Let Me Come In, The Magic Porridge Pot, Quackling)	**Our Community** Making gingerbread; what happens when it gets wet Changing seasons; plants and trees in Autumn; light and dark T4W The Gingerbread Man	**Around the World** The Antarctic and the animals that live there; compare with UK; how do people and animals live in cold places T4W Baby Mouse	**Down at the Bottom of the Garden** Understand some important processes and changes in the world around them including the seasons and changing states of matter. Wormery; butterfly life cycle; Insects and mini-beasts T4W The Sleepy Bumblebee Science week – change and adapt	**Watch Me Grow** T4W Jack and the Bean stalk	**A Walk on the Wild Side** T4W Farmer Duck
EYFS Book spine	Here we are 	A walk in the woods 	Petyr Horacek blue penguin The very hungry caterpillar 	Yucky worms  Walk in the woods 	Jack and the beanstalk  A seed grows 	What the ladybird heard 

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Everyday Materials	**Seasonal Changes (Autumn/Winter)**	**Animals including humans**	**Plants**	**Seasonal Changes**	**Animals including humans**
	Materials can be described and grouped according to their properties. These properties make them suitable for different uses.	The year can be split into a cycle of four seasons which have characteristic weather patterns and day lengths.	All animals are living things but not all living things are animals. Animals can be sorted into different groups.	Plants have common parts, but they vary between the different types of plant.	The year can be split into a cycle of four seasons which have characteristic weather patterns and day lengths.	The human body is made up of different body parts that have specific functions.
Key Q	*Which material is best suited for a chair?*	*How do things change in Autumn?*	*If an animal lives in the sea, is it a fish?*	*What happens to plants in spring?*	*What if there was only one season?*	*Which sense is the most useful?*
Enhancements	Parents in to test materials	Seasonal Walk Plant bulbs Start autumn weather journal	½ day School trip to Sea life in March?	Seasonal Walk Spring weather journal Science week – Change and adapt	Summer weather journal	Health and Wellbeing week
Scientific skill	Performing simple tests	Gathering and recording data to help in answering questions	Identifying and classifying	Observing closely, using simple equipment	Asking simple questions and recognising that they can be answered in different ways	Using observations and ideas to suggest answers to questions.
Key Scientists	Charles Macintosh	Clare Nasir	Charles Darwin	Bethan Stagg	Christopher Mankovich	Florence Nightingale

Year 1 Book spine	10 things I can do to help my world  Iggy Peck, Architect  What we'll build  	The last wolf  The leaf thief  Tidy  The wild, wild wood  	Emperor's egg  You're called what?!  Lost and found  	Extraordinary gardener  Wildflower  Pip and egg  	Seasons  Tree  The crooked apple tree  	All are welcome  My hair 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Uses of Everyday Materials**	**Plants**	**Animals, including Humans**	**Plants**	**Uses of Everyday Materials**	**Living things and their habitats**
	Explore/compare materials for uses .Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting.	Plants may grow from either seeds or bulbs. Use the local environment throughout the year to observe how different plants grow Pupils should be introduced to the requirements for germination, growth and survival.	Needs for survival, food and hygiene Animals, including humans, have offspring which grow into adults	Requirements for germination, growth and survival and to the processes of reproduction and growth in plants. These then germinate and grow into seedlings which then continue to grow into mature plants.	Explore/compare materials for uses .Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. Short unit to allow for SATS	Explore habitats/simple food chains.Plants and animals live in places together and depend on each other in different ways.
Key question	*Why couldn't you have a stone jumper?*	*Where does my food come from?*	*Do all baby animals look like their mum?*	*Do all plants need light to grow?*	*Which material is best suited for a straw and why?*	*Do all animals need plants to survive?*
Enhancements		Planting bulbs Autumn plants journal		Plants in the cupboard and on the windowsill experiment Spring plants journal Science week – Change and adapt		Summer plants journal https://www.north-norfolk.gov.uk/info/assets-and-leisure/holt-country-park-school-visits/ Trip in June

Scientific skill	Performing simple tests	Gathering and recording data to help in answering questions	Identifying and classifying	Observing closely, using simple equipment	Asking simple questions and recognising that they can be answered in different ways	Using observations and ideas to suggest answers to questions.
Key Scientists	Iain Simpson Stewart	Elizabeth Blackwell	Steve Irwin Zoologist	Chelsea Flower Garden Rhubarb Forcing Group	Milly Hennayake	Maria Sibylla Merian.

Year 2 Book spine	A scientist like me  Ada twist, scientist  The most magnificent thing  	It starts with a seed  The magic and mystery of trees  Where does my food come from?  	Leaf  Where's my mum?  	Pip and egg  The last garden  	Nano – The science of the very (very) small  	There's a Rang-Tan in my bedroom 