

Gamston St Peter's CofE Primary School Science Curriculum Map

Seven Science skills which children develop from ages 4 to 11 years:

1. asking questions
2. making predictions
3. setting up tests
4. observing and measuring
5. recording data
6. interpreting and communicating results
7. Evaluating

[Enquiry Skills Guide.pdf](#)

The following external sources have been used to inform and help develop our Science Curriculum:

Developing Experts
Grammarsaurus
Pzaz
PSHE Curriculum
STEM Learning

Asking questions Asking questions that can be answered using a scientific enquiry.	
Making predictions Using prior knowledge to suggest what will happen in an enquiry.	
Setting up tests Deciding on the method and equipment to use to carry out an enquiry.	
Observing and measuring Using senses and measuring equipment to make observations about the enquiry.	
Recording data Using tables, drawings and other means to note observations and measurements.	
Interpreting and communicating results Using information from the data to say what you found out.	
Evaluating Reflecting on the success of the enquiry approach and identifying further questions for enquiry.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hillary cycle 1	Autumn animals Seasonal changes, hibernation	Marvellous me Our bodies My emotions My family My senses Staying healthy	Emergency services Materials Floating and sinking	Light and dark Magnets	Growing and planting Healthy eating Sorting minibeasts Growth and life cycles Gardening and labeling parts of a plant	Growing and planting Classifying Animals Shells Sea life creatures

					Matching baby animals to grownups.	
Hillary cycle 2	Healthy eating	Fire and Ice	Staying Safe Weather and seasonal changes.	Life cycles	Habitats and homes.	Outdoor environment.
Nightingale cycle 1	<p>Animals Seasonal changes Plants</p> <p>Pupils should be taught to:</p> <p>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Lesson Objectives</u></p> <p>Understand the changes that take place in: spring, summer, autumn, winter. Seasonal changes</p>	<p>Habitats Around the world</p> <p>Pupils should be taught to:</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including</p>	<p>Everyday materials Naming of materials and their properties</p> <p>Pupils should be taught to:</p> <p>distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Lesson Objectives</u></p> <p>Identify and name a variety of everyday materials and identify what things are made from. Testing the properties of materials - wood, metal, glass, plastic, rock and liquids. Explore which materials are best for</p>	<p>Animals including Humans- life cycles</p> <p>Pupils should be taught to:</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p><u>Lesson Objectives</u></p> <p>Order stages of the human life cycle Match offspring to parents The lifecycle of a chicken The lifecycle of a butterfly</p>	<p>Animals</p> <p>Pupils should be taught to:</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	

	Measure rainfall	<p>microhabitats</p> <p><u>Lesson Objectives</u></p> <p>Habitats around the world- investigate how environments are constantly changing. discover the rainforest, ocean life, life in the arctic and Antarctic.</p>	<p>different objects and circumstances. Explore natural and man-made materials. Predict if a material will sink or float. Select the correct materials for a purpose. Explore uses and suitability of fabrics.</p>	The lifecycle of a frog.	<p><u>Lesson Objectives</u></p> <p>Identifying animals.</p> <p>How are animals different? The difference between wild animals and pets.</p> <p>Grouping - Mammals, birds, amphibians and reptiles</p> <p>Is it a carnivore, herbivore or omnivore?</p>	
Nightingale cycle 2	<p>Animals Seasonal changes Plants</p> <p>Pupils should be taught to:</p> <p>observe changes across the four seasons observe and describe weather associated with the seasons</p> <p><u>Lesson Objectives</u></p> <p>Observations of plants and animals</p>	<p>Human body and senses</p> <p>Pupils should be taught to:</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Lesson Objectives</u></p> <p>Identify and name</p>	<p>‘ANIMALS, INCL HUMANS’ Humans: Health</p> <p>Pupils should be taught to:</p> <p>notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>‘LIVING THINGS & THEIR HABITATS’</p> <p>Pupils should be taught to:</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and</p>	<p>Plants</p> <p>Pupils should be taught to:</p> <p>observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Lesson Objectives</u></p> <p>Identify the basic parts of a plant</p>	<p>Uses of everyday materials</p> <p>Pupils should be taught to:</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the</p>

	<p>in the local environment throughout the year</p> <p>The difference between Deciduous and evergreen trees. The difference between fruit and vegetables and when they are grown seasonally - linked to harvest.</p>	<p>the 5 senses linked with body parts.</p> <p>Investigate taste buds - does smell affect taste?</p> <p>Sense of sight - basic eye anatomy. Colours looking at newton wheels</p> <p>Investigate ears/hearing - loss of hearing and Makaton sign language.</p> <p>Does smell affect taste?</p> <p>Does sight affect taste?</p> <p>Sense of touch</p>	<p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Lesson Objectives</u></p> <p>What do humans need to survive? What are offspring? How do humans change with age? Do we all grow the same? Importance of healthy diets. Impact of exercise on our bodies. The importance of good hygiene.</p>	<p>describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><u>Lesson Objectives</u> Compare things that are living, dead or never alive</p> <p>Identify plants and animals in a microhabitat - what is a microhabitat?</p> <p>What habitats need for survival - habitats around the world</p>	<p>What do plants need to grow?</p> <p>Understand that seeds grow into plants - planting</p> <p>Are all seeds the same? Difference between seeds and bulbs</p> <p>Seed dispersal and wild plants.</p> <p>Life cycle of a dandelion.</p> <p>Plants we can eat.</p> <p>Observe and record plants growth</p>	<p>shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Lesson Objectives</u> Compare uses of everyday materials</p> <p>Why we use certain materials</p> <p>Investigate bending/stretching /squashing</p> <p>Waterproofing materials - Charles Macintosh</p> <p>Material strength</p> <p>Materials in history - John McAdam</p>
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				<p>Simple food chains</p> <p>The journey food makes from farm to supermarket</p>		
<p>Tyndale cycle 1</p>	<p>‘Living things and their habitats’ (biodiversity, classification & care of environments)</p> <p>Pupils should be taught to:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can</p>	<p>States of Matter (Material Properties)</p> <p>Pupils should be taught to:</p> <p>compare and group materials together, according to whether they are solids, liquids or gasses</p> <p>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)</p> <p>identify the part played by evaporation and</p>	<p>Forces and Magnets</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some</p>	<p>Plants</p> <p>Pupils should be taught to:</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p>	<p>Sound</p> <p>Pupils should be taught to:</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that</p>	<p>Health Animals Inc. Humans (Health and Nutrition)</p>

	<p>change and that this can sometimes pose dangers to living things</p> <p><u>Lesson Objectives</u> Explore different habitats</p> <p>Explore how animals can be classified</p> <p>Create classification keys</p> <p>Adaptations within a species</p> <p>7 life processes</p> <p>Which living things can be found in the local area</p> <p>Microhabitats</p>	<p>condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>Lesson Objectives</u> Compare and group the three states of matter</p> <p>Explore how particles behave in solids, liquids and gasses</p> <p>Investigate melting points</p> <p>Explore freezing and boiling points</p> <p>Explore evaporation and condensation</p> <p>Understand the water cycle</p>	<p>magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p><u>Lesson Objectives</u> Explore contact and non-contact forces</p> <p>Explore different types of magnets</p> <p>Attract and repel</p> <p>How objects move on different surfaces (magnetic forces)</p> <p>Explore properties in everyday objects and uses that are magnetic</p>	<p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><u>Lesson Objectives</u> What factors affect plant growth</p> <p>Describe the functions of flowering plants and photosynthesis</p> <p>Investigate how water is transported</p> <p>The life cycle of flowering plants</p> <p>The pollination process</p> <p>How do plants reproduce? (Seed dispersal)</p>	<p>produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Lesson Objectives</u> How are sounds made?</p> <p>Sound vibrations (waves)</p> <p>The anatomy of the ear</p> <p>Exploring pitch</p> <p>Volume patterns</p> <p>Investigation - What material is best for soundproofing?</p>	
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<p>Tyndale cycle 2</p>	<p>Electricity</p> <p>Pupils should be taught to:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good</p>	<p>Skeletons and movement.</p> <p>Pupils should be taught to:</p> <p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><u>Lesson Objectives</u> 5 key food groups</p> <p>Eat-well plate</p> <p>Different types of skeletons</p> <p>The human skeleton</p> <p>How skeletons have adapted over time</p> <p>The role of muscles</p>	<p>Animals, including humans (Teeth and Digestion)</p> <p>Pupils should be taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><u>Lesson Objectives</u> Identify organs of the digestive system</p> <p>Describe the main functions of the digestive system</p> <p>Identify types of different teeth and why teeth are different shapes</p>	<p>Rocks</p> <p>Pupils should be taught to:</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p> <p><u>Lesson Objectives</u> Rock life cycle</p> <p>Igneous, sedimentary and metamorphic rocks</p> <p>Suitability of rocks for different purposes</p> <p>Weathering rocks</p> <p>Fossils</p>	<p>Light</p> <p>Pupils should be taught to:</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p> <p><u>Lesson Objectives</u> Light sources and non-light sources</p>	<p>Health Animals Inc. Humans (Health and Nutrition)</p>
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	<p>conductors</p> <p><u>Lesson Objectives</u> Explore electrical appliances and electrical safety</p> <p>Construct a basic circuit</p> <p>Explore conductors and insulators</p> <p>Learn about electrical switches and how they affect a circuit</p> <p>Can you improve your simple circuit to include a switch</p>		<p>Investigate liquids on teeth</p> <p>Food chains</p> <p>Food webs</p>	<p>Soil formation and different types of soil</p>	<p>Light rays from the sun (and how to stay safe)</p> <p>Reflective light</p> <p>How shadows are formed</p> <p>Investigate how shadows change throughout the day</p> <p>Can moving a light source change the shadow size</p>	
Bannister cycle 1	<p>Forces (Friction and air resistance and mechanisms)</p> <p>Pupils should be taught to:</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity</p>	<p>Earth and Space</p> <p>Pupils should be taught to:</p> <p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the</p>	<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>describe how living things are classified into broad groups according to common observable characteristics and</p>	<p>Animals including humans Growth and development of humans PLUS exercise and the circulatory system</p> <p>Circulatory system and Exercise</p> <p>Pupils should be taught to:</p>	<p>Electricity</p> <p>Pupils should be taught to:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>	<p>Animals including humans Growth and development of humans PLUS exercise and the circulatory system</p> <p>(inc. Keeping Healthy, Diet & Lifestyle)</p> <p>Pupils should be</p>

<p>acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><u>Lesson Objectives</u> Explore gravity and the work of Isaac Newton</p> <p>Air resistance</p> <p>Water resistance</p> <p>Effects of friction</p> <p>Investigating mechanisms</p>	<p>moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p><u>Lesson Objectives</u> Explore the solar system and its planets</p> <p>Understand the heliocentric model of the solar system</p> <p>Explain the movement of the moon</p> <p>How do we know the earth is a sphere?</p>	<p>based on similarities and differences, including microorganisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p><u>Lesson Objectives</u> Life processes of a plant including life cycles</p> <p>Understanding life cycles of mammals, insects birds and reptiles</p> <p>Know the life and work of David Attenborough</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Lesson Objectives</u> The function of the heart</p> <p>Circulatory system Explore blood and blood groups</p> <p>Heart dissection to</p>	<p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p><u>Lesson Objectives</u> Symbols of an electrical circuit</p> <p>Explore voltage and its effects</p> <p>Make fruit powered circuits</p> <p>Identify problems in a circuit</p> <p>Knowledge of conductors and insulators</p>	<p>taught to:</p> <p>describe the changes as humans develop to old age</p> <p><u>Lesson Objectives</u> Puberty</p> <p>Periods</p> <p>Change and becoming independent</p> <p>The definition of adult</p> <p>How babies are made</p>
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	Levers, pulleys and gears			look at the chambers of the heart How the body transports nutrients? What can affect you heart rate The impact of drugs and alcohol		
Bannister cycle 2	<p>Material changes Properties and changes of materials Reversible and irreversible changes</p> <p>Pupils should be taught to:</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits</p> <p>Pupils should be taught to:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living</p>	<p>Living things and their habitats Life cycle changes in animals and plants; naturalists</p> <p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p> <p><u>Lesson Objectives</u> Classify living</p>	<p>Light - exploring the way light behaves including light sources, reflection, shadows</p> <p>Pupils should be taught to:</p> <p>recognise that light appears to travel in straight lines</p> <p>use the idea that light travels in straight lines to explain that objects are seen because they give out or</p>	<p>Animals including humans Growth and development of humans PLUS exercise and the circulatory system</p> <p>(inc. Keeping Healthy, Diet & Lifestyle)</p> <p>Pupils should be taught to:</p> <p>describe the changes as humans develop to old age</p> <p><u>Lesson Objectives</u> Puberty</p>	

	<p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><u>Lesson Objectives</u></p> <p>Describe the properties of different materials</p> <p>Compare uses of materials based on properties</p> <p>Explore extracting substances from natural resources</p> <p>Explore thermal conductivity</p> <p>Burning</p> <p>The work of Spenser Silver and Ruth Benerito</p> <p>The effects of acid and bicarbonate of</p>	<p>things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Lesson Objectives</u></p> <p>How offspring vary and are not identical to parents</p> <p>Animal adaptations</p> <p>Plant adaptations</p> <p>Learning from fossils (Mary Anning)</p> <p>Theory of evolution</p>	<p>organisms</p> <p>Understand the kingdoms of life - classification keys</p> <p>Classify using the Linnaean system - Carolus Linnaeus</p> <p>Identify characteristics of different microorganisms</p> <p>Investigate asexual reproduction through spores</p> <p>Classify and describe living organisms</p>	<p>reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><u>Lesson Objectives</u></p> <p>Explore how light travels</p> <p>Explore reflection and how it can help us see</p> <p>Investigate how shadows can change</p> <p>Light phenomena</p>	<p>Periods</p> <p>Change and becoming independent</p> <p>The definition of adult</p> <p>How babies are made</p>
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	soda Dissolving mixtures to change state Separation by filtration Separation by evaporation Magnetic properties			- How does the eye work	
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**Habitats
Around the world**

Pupils should be taught to:

identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

identify and name a variety of plants and animals in their habitats, including microhabitats

Lesson Objectives

Habitats around the world- investigate how environments are constantly changing.
discover the rainforest, ocean life, life in the arctic and antarctic.