



2023- 2024 Science curriculum mapping Years 1 to 6.

| | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|----------------------------------|----------|-------------------|---|------------------|--|--------------------|
| Year 1 | Materials & Seasonal changes | | Year 1 / 2 | Animals including humans and Seasonal changes | | Seasonal changes and Plants | |
| Year 2 | Use of Everyday Materials | | Year 2 / 3 | Animals including humans | | Living things and their habitats (YR2) | Plants |
| Year 3 | Forces and magnets | Light | | | | Rocks (YR3) | |
| Year 4 | Living things and their habitats | Sound | Year 4 | Electricity | States of Matter | Animals including humans | |
| Year 5 | Living things and their habitats | Sound | Year 5 | Electricity | States of Matter | Animals including humans | |
| Year 6 | Living things and their habitats | Light | Year 6 | Animals including humans | Electricity | Evolution and Inheritance | Consolidation unit |



Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village

Harvest/ Autumn

Autumn 2- Heroes People who help us, Why do we wear poppies?

Bonfire night

Christmas

Spring 1 - Winter

Chinese New Year

Africa

Spring 2 - Traditional Tales

Growing plants

Easter/ Spring

Summer 1 - Lifecycle

Summer 2 - Transport and Travel

Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

Autumn - Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter

Once upon a time and rhyme,

Chinese New Year

Spring 2 - Mr Wolf's Pancakes

Bible stories - Noahs Ark and Animals

Spring / Easter

Summer 1 - Lifecycle/ Growing

Summer 2 Healthy foods,

People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

Understanding the World Understanding

The world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The most relevant statements for science are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

| Science | | |
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| Two and Three Year-Olds | Communication and Language | <p>I can understand frequently used words 1</p> <p>I can understand simple instructions 1</p> <p>I can listen to other peoples talk with interest but can be distracted by other things. 1</p> <p>I am starting to say how I am feeling using words and actions 2</p> |
| | Personal, Social and Emotional Development | I am increasingly able to talk about and manage my emotions. 2 |
| | Understanding the World | <p>I can explore a range of materials and learn new words to describe them. 1/2</p> <p>I can explore a range of natural phenomena. 1/2</p> <p>I can make connections between my family and other families. 2/3</p> <p>I notice differences between people. 3</p> <ul style="list-style-type: none"> • I can talk about animals and the noises they make |
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • I can make healthy choices about food, drink, activity and toothbrushing. |

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| | <p>Understanding the World</p> | <p>I can use my senses and talk about them. 1</p> <p>I can explore materials and investigate different properties about them. 2</p> <p>I can tell you about my family including people who do not live with me. 1/2</p> <p>I can tell you about someone with a helpful job (nurse, doctor, fire fighter, police officer) 3</p> <p>I can ask 'how does this work?' and I can explore how things work. 1/2/3</p> <p>I can talk about plants and animals and how to look after them. 2/3</p> <p>I can bake and explore ingredients for a variety of recipes. I can tell you what happens when something goes into the oven. 1/2/3</p> |
| <p>Reception</p> | <p>Communication and Language</p> | <p>I have an increasing vocabulary to draw on in conversation.</p> <p>I can answer any question asked.</p> <p>I show clear understanding of what has been said to me and I will follow instructions.</p> |

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| Reception Continued | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian |
| | Understanding the World | | <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. |
| | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| | Understanding the World | The Natural World | <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |