Science Long term Curriculum Map Knowledge

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 1 Science:	**Animals Including Humans** Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. 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)	**Seasonal Changes** Observe changes across the four seasons. (Autumn and winter)	**Everyday Materials** 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.	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.		**Seasonal changes** Observe changes across four seasons. (Spring and Summer) Observe and describe weather associated with the seasons and how day length varies.

Science Long term Curriculum Map Knowledge

	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					
Year 2 Science:	**Animals including humans.** Notice that animals including humans have off spring which grows into adults. Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating healthily and hygiene.	**Uses of every day materials.** Identify and compare the suitability of everyday materials for particular uses. Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.		**Plants.** 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.		**Living things and their habitats.** Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most 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

Science Long term Curriculum Map Knowledge

						depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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.
Year 3 Science:	**Animals including Humans** Identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat.	**Rocks** Compare and group together different kinds of rocks based on their appearance and simple physical properties. Describe in simple terms how fossils are formed when living things that	**Forces and magnets** Compare how things move on different surfaces. Notice that some forces need contact, but magnetic forces can act at a distance.		**Plants** Identify and describe the functions of different parts of a flowering plant. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they	**Light** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.

Science Long term Curriculum Map Knowledge

	Identify that humans and some animals have skeletons and muscles for support, movement and protection.	have lived are trapped within rock. Recognise that soils are made rocks and organic matter.	Observe how magnets attract and repel some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel depending on which poles are facing.		vary from plant to plant. Investigate the way water is transported within plants. Explore the part that flowers play in the life cycle of a flowering plants, including pollination, seed formation and seed dispersal.	Recognise that light from the sun can be dangerous and that there are ways to protect the eyes. Recognise that shadows are formed when the light from a light source is blocked. Find patterns in the way that the size of shadows can change.
Year 4 Science:	**Sound** Identify how sounds are made, associating some of them with something vibrating.	**Electricity** Identify common appliances that run on electricity. Construct a simple series electrical	**States of matter** Compare and group materials together whether they are solids, liquids or gases.	**Living things and their habitat** Recognise that living things can be grouped in a variety of ways.	**Animals including humans** Describe the parts and functions of the digestive system in humans.	

Science Long term Curriculum Map Knowledge

	Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Identify the different types of teeth in humans and their functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	

Science Long term Curriculum Map Knowledge

Year 5 Science:	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Properties and changes of materials** 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,		**Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.	**Animals including humans** describe the changes as humans develop to old age. (puberty and the changes that happen to boys and girls)

Science Long term Curriculum Map Knowledge

			sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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.			

Science Long term Curriculum Map Knowledge

Year 6 Science:	**Light** Recognise that light appears travels in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Animals including humans: circulation** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients are transported within animals, including humans.	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.	**Evolution and Inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		**Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

Science Long term Curriculum Map Knowledge