

**COOMBE BISSETT PRIMARY – SCIENCE SUBJECT CURRICULUM MAP**

+360+ CLASS / YEAR	CYCLE	TERM 1 AUTUMN 1	TERM 2 AUTUMN 2	TERM 3 SPRING 1	TERM 4 SPRING 2	TERM 5 SUMMER 1	TERM 6 SUMMER 2
OAK (YR/Y1)	Oak 2020- 2021	All About Me The 5 Senses Body Parts Autumn Season Seed Collection at the CB Nature Reserve Sowing the seeds in the school grounds	Signs of Winter Hibernation for some animals Migration of birds	Planting bulbs outside and inside.  What clothes do we wear for which weather? What materials are waterproof?	Planet Earth - Planet Earth and other Planets in our Solar System.  Space. Where is space? What is Space? Music- Focus on sounds (Y1 explicit link)	Plants and Animals  Life on Earth – Dinosaurs (extinct animal)  Mini-beasts in our local area – bug hunts, naming insects – link to our Non-Fiction Books by Camilla B	Homes and Houses (materials) School Home Salisbury
	Look at weather and seasons throughout the year. Signs of 4 seasons. Photograph the same view from the playground in different seasons (including trees). Recording and comparing weather						
	Year 1 2020- 2021	<i>Year 1 to cover Elm objectives</i>	<i>Year 1 to cover Elm objectives</i>	<i>Year 1 to cover Elm objectives</i>	<i>Year 1 to cover Elm objectives</i>	<i>Year 1 to cover Elm objectives</i>	<i>Year 1 to cover Elm objectives</i>
ELM (Y1/Y2)	2019- 2020	<b>Animals including humans</b> <i>Identify and name common animals. What is a herbivore, omnivore and carnivore?</i>	<b>Light</b> <i>Explore how light behaves, including reflection, shadows and how we see things</i>	<b>Everyday materials</b> <i>Explore a variety of everyday materials- Identify, name, describe, compare and group</i>	<b>Plants</b> <i>The structure of plants. Name common wild and garden plants</i>	<b>Forces</b> <i>Pushing and pulling. Investigate different types of forces i.e. resistance, friction and gravity</i>	<b>Seasonal Changes</b> <i>Weather associated with the seasons and how day length varies</i>

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		<i>Name body parts (inc animals) Senses</i>					
	2020-2021	<b>Animals including humans</b> <i>Lifecycles Basic needs to survive Importance of exercise, eating different food and hygiene.</i>	<b>Living things and their habitats</b> <i>Simple food chains. Habitats- plants and animals</i>	<b>Plants</b> <i>Planting Conditions for growing What plants need to grow.</i>	<b>Sound</b> <i>Sound waves including vibrations, pitch. Using musical instruments to make different sounds.</i>	<b>Seasonal changes</b> <i>Weather associated with the seasons and how day length varies</i>	<b>Uses of everyday materials</b> <i>Identify and compare everyday materials. Explore how materials can be changed</i>
FIR (Y3/Y4)	2019-2020	<b>Skeletons and Movement</b> <i>Types of skeleton. Major Bones. Functions of skeleton. Muscles and how we move.</i>	<b>Forces and Magnetism</b> <i>Types of force – push/pull. Gravity, friction, resistance. Magnetism and poles.</i>	<b>Grouping, classifying, adaptation to habitat</b> <i>Classification of living things. Evolution and adaptation to habitat.</i>	<b>MRS NERG – basic life processes</b> <i>Identify processes needed for life. Identify processes in different organisms.</i>	<b>States of Matter – the Water Cycle</b> <i>States of matter and transition processes. Water cycle and the environment.</i>	<b>Light – reflection and shadow</b> <i>Sources of light. How we see. How light is reflected. How shadows are formed.</i>
	2020-2021	<b>Teeth, Eating and Digestion</b> <i>Teeth – development and function. Digestive system. Healthy diet.</i>	<b>Electricity – how to wire a circuit</b> <i>Components. Conductivity. How to complete a Circuit</i>	<b>Rocks and Fossils</b> <i>Types of Rock &amp; formation. Fossil Formation.</i>	<b>Sound – Vibration and Volume</b> <i>Vibration in particles. Pitch and Volume.</i>	<b>Plants</b> <i>Requirements for growth. Parts and functions/roles. Life Cycle.</i>	<b>Food chains</b> <i>Food webs and habitats. Food pyramids.</i>
ASH (Y5/Y6)	2019-2020	<b>Evolution and Inheritance</b> <i>Living things- how they've changed over time Fossils- how they provide information</i>	<b>Earth and Space</b> <i>describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of</i>	<b>Sound – pitch</b> <i>Building on Sound unit in LKS2: sound as vibration through different states of matter; sound depicted as wave form, including frequency and intensity/volume;</i>	<b>Living things and their habitats; classifying plants and micro-organisms; adaptation</b> <i>describe how living things are classified into broad groups according</i>	<b>Electricity</b> <i>associate the brightness of a lamp or the volume of a buzzer with the number and 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</i>	<b>Animals including humans: life cycles and reproduction</b> <i>describe the differences in the life cycles of a mammal,</i>

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		Animal and plant adaptation	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	resonance, dissonance, harmony	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		an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age
	2020-2021	<p align="center"><b>Health and circulation</b></p> <p>Human circulatory system. Functions of the heart, blood vessels and blood. Impact of diet, exercise, drugs and lifestyle on the way bodies function. Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Forces – gravity, friction, air and water resistance; levers, pulleys and gears</b></p> <p>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</p>	<p><b>Properties and changes of materials</b></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; 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, sieving and evaporating; give</p>	<p align="center"><b>Light</b></p> <p>recognise that light appears to travel 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.</p>	<p align="center"><b>Water cycle, states of matter, reversible and irreversible changes</b></p> <p>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</p>	<p align="center"><b>Life process of reproduction in plants</b></p> <p>describe the life process of reproduction in some plants including seed dispersal and review of germination; human reproduction (RSE curriculum)</p>

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				reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic			
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