Whole School Curriculum Map **2015-16 to 2016-17 (2 Year Rolling Programme)**
IPC Units with specific National Curriculum content focus: **Subject: SCIENCE**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	***'I'm Alive'***	***'Let's celebrate'***	***'What's it made of?' (& Time travellers)***	***'Earth- our home'***	***'Green Fingers'***	***'From A to B'***
Year 1 & 2 National Curric Content	**Y1 Animals inc humans** • Identify, name and compare living things • Compare structure • Identify and name parts of human body **Y1 Seasonal change**		**Y1 Everyday materials** • Distinguish between object and material • Identify & name materials • Properties • Compare & group **Y1 Seasonal change**	**Y2 Living things & their habitats** • Dead & alive • Habitats	**Y1 Plants:** • Identify and name plants and trees • Structure of plants **Y1 Seasonal change**	
Unit name	***'Footprints from the Past'***	***'Active Planet'***	***'Material World'*** *Hist & Geog:* *(Scavengers and Settlers/ The Great, the Bold and the Brave)*		***'Saving the World'***	
Year 3 & 4 National Curric Content	**Y4 Living thing and Habitats (intro)** **Y3 Rocks:** • Compare, group & classify rocks • Formation of fossils • Soils are rocks and organic matter Significant Scientist:	**Y4 States of Matter** • Compare and group solids/liquids/gasses • Observe materials change state… • Evaporation and condensation in the water cycle Significant Scientist:	**Y3 Forces and Magnets** • Movement on differing surfaces • Notices forces between 2 surfaces v magnetism working at a distance • Magnetism repel/attract • Classify magnetic /non magnetic materials • Magnetic poles	**Y4 States of Matter: (revisit)** **Yr 4 Electricity:** • Identify common • Complete series circuit • Use a switch, • Identify conductors & insulators, recognise metal as a conductor. • Significant Scientist:	**Y3 Plants:** • Parts& functions of a plant. • Requirements for life • Transportation of water in a plant • Roles of flowers in plant life cycle **Y4 Living thing and Habitats:** • Recognise living thing can be classified • Use classification keys • Environmental change a danger to living things • . Significant Scientist:	
Unit name	***'Being Human'***	***Bronze to Bio-plastic' '***	***Fascinating Forces' '***	***'Space Explorers'***	***'Extreme Survivors'***	
Year 5 & 6 National Curric Content	**Yr 5 Animals,inc humans** Describe changes as humans develop to old age **Y6 Animals and Humans** • Human circulatory system • Impact of diet , exercise drugs and lifestyle • Transportation of water and nutrients in animals and humans • **Yr 6 Light: Intro)** Significant Scientist: Leonardo DaVinci	**Yr 5 Properties and changes of Materials** • Classify on the basis of property • Materials that dissolve to make a solution & recovery of substance from a solution • Using knowledge of state to separate materials • Reversible changes • Non reversible changes *Significant Chemists: Alexander Fleming & Gertrude Elion*	**Yr 5 Forces and Magnets** • Gravity • Air resistance, water resistance and friction • Levers, pulleys and gears allow a smaller force to have greater impact Significant Scientist: Issac Newton	**Yr 5 Earth and Space** • Earth and planets' movement in relation to the sun • Moon relative to earth • Sun/Moon/Earth as spheres • Earth's rotation to explain day & night and movement of sun across the sky. **Yr 6 Light (revisit)** • Light appears to travel in straight lines • Objects are seen because they give out or reflect light into the eye • Explain how we see using light sources • Light travels in straight lines to form shadows.	**Y5 All Living things and habitats** • Difference in life cycles of mammal/an amphibians/insects/birds • Life processes of reproduction in plants and some animals **Y6 All Living thing sand habitats** • Describe classification • Give reason for classifying plants and animals based on specific characteristics. Significant Scientist: Jane Goodall	

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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name	***'Super humans'***	***'People of the Past'***	***'All Dressed Up'***	***'Live and let live'***	***'Flowers and insects'***	
Year 1 & 2 Nal Curric Content	**Y2 Animals inc humans** • Basic reproduction & growth • Needs for survival Exercise,food, hygiene **Y1 Seasonal change**		**Y2 Uses of materials** • Identify and compare materials • Compare how things move on diff surfaces • How solid objects can be changed **Y1 Seasonal change**	**Y2 Living things & their habitats** • Identify & name animals & plants in diff environments • Food chains	**Y2 Plants** • Seeds & bulbs • What plants need **Y1 Seasonal change**	
Unit name	***'How Humans Work'***	***'Chocolate'***	***'Living Together'***	***'Turn it Up!'***	***'Time and Place, Earth and Space'***	
Year 3 & 4 National Curric Content	**Yr 3 Light (Intro)** **Yr 3 Animals inc humans** • Need for right nutrition • Skeletons and muscular structures **Yr4 Animals inc humans** • Digestive system • Types of teeth & function • Food chains Significant Scientist:	• Consolidation • Yr 4 States of Matter	Consolidation **Revisit forces**	**Yr 4 Sound** • How sounds are made • Recognise sounds as vibrations travelling to ear • Patterns between pitch and features of object making sound • Patterns between volume and strength of vibration • Recognise sounds get fainter through increased distance from source. **Yr 3 Light (Intro)**	**Yr 3 Light** • Dark is absence of light • Reflective surfaces • Danger of the Sun • Formation of shadows • Pattern of change in shadow size Significant Scientist: Caroline Herschel **Revisit Yr 4 Electricity**	
Unit name	***'Exisiting, Endangered, Extinct'***	***'Out of Africa'***	***'Fairground'***		***The Great ,the Bold and the Brave'- (Greece)***	
Year 5 & 6 National Curric Content	**Y6 All Living things and habitats** • Describe classification • Give reason for classifying plants and animals based on specific characteristics. Significant Scientist Rachel Carson	**Yr 6 Evolution and Inheritance** • Living things have changed over time • Living things produce offspring of same kind but are not identical • Plants and animals a have adapted over time. Significant Scientist: Darwin	**Yr 6 Electricity** • Associate volume and brightness with use of voltage and power • Compare and give reasons for variation of brightness/volume of components in circuit and the position of switches • Use of symbols. • **(Revisit Y5 Forces)** • *Investigation workshops*			