

# St. Paul's C of E Primary School - SCIENCE CURRICULUM MAP 2020 (including Covid-19 catch-up)

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	What if you could go back in time?	Who are our neighbours?	Antarctica – where is it?	What if we didn't have aeroplanes?	Superheroes - do they live amongst us?	What if you got lost at sea?
	<b>Seasonal Changes &amp; Plants</b> (Plants: What are they?)	<b>Everyday materials</b> (What are things made from?)	<b>Seasonal Changes &amp; Plants</b> (Plants: What are they?)	<b>Science Investigators</b>	<b>Seasonal Changes &amp; Plants</b> (Plants: What are they?)	<b>Animals including Humans</b> (Animals: Are they all the same?)
2	What if you could design your perfect house?	What if you could choose a capital city for the UK?	Should we be grateful for the Great Fire of London?	What if you lived in India?	Going into the unknown - is it brave or reckless?	What if you lived beside the seaside?
	<b>Uses of Everyday materials</b> (How do we choose materials?) Can we change materials?)	<b>Living Things and their Habitats</b> (What is alive?)		<b>Science Investigators</b>	<b>Plants</b> (Plants: What do they need?) ***Year 1 Plants (Plants: What are they?)***	<b>Animals including Humans</b> (What do humans need to survive?)
3	Would you prefer to live during the Stone age or Iron age?	What if the ground started to move?	What if you lived in Ancient Egypt?	What if you lived in a different country?	What if the Romans had never invaded Britain?	What if you were a town planner for Nuneaton?
	<b>Rocks</b> (Are all rocks the same?)	<b>Forces &amp; Magnets</b> (How do things move? Part 1 What can magnets do?)	<b>Light</b> (What is the dark?)	<b>Science Investigators</b>	<b>Plants</b> (Plants: How do they reproduce?) ***Year 2 Plants (Plants: What do they need?)***	<b>Animals including humans</b> (How do living things work?) ***Year 2 Animals including humans (animals have offspring that grow into adults)***
4	What if you had to climb a mountain?	What if you had to choose: Athenian or Spartan?	Where in the UK would you live?	What if you were born in Saxon times?	What if a river took a different course?	What if there was still mining in Nuneaton?
	<b>Sound</b> (How do we hear different sounds?)	<b>Electricity</b> (Can we control electricity?)	<b>Living things and their habitats</b> Living things – what's the same and what's different? (Part 1) & Are living things in danger?	<b>Science Investigators</b> ***Year 3 – Rocks (Are all rocks the same?)***	<b>States of matter</b> (Is water always wet?)	<b>Animals including humans</b> (What do our bodies do with the food we eat?) ***Year 3 - Animals including humans (How do living things work?)***
5	What if there were no rainforests?	What if the Vikings had never invaded?	Where are Britain's distant lands?	What if we didn't have a monarchy?	What if you lived in Mexico?	What if we didn't have medicine?
	<b>Living things and their habitats</b> (Do all life cycles look the same?)	<b>Properties and changes of materials</b> (What are things made from and why? Can we change materials?)	<b>Forces</b> (How do things move? Part 2)	<b>Science Investigators</b> ***Year 4 Sound (How do we hear different sounds?)***	<b>Earth &amp; Space</b> (Sun, Earth and Moon: What is moving?)	<b>Animals including humans</b> (How do our bodies change as we get older?)
6	Could you survive?	Is it right to fight?	Is the earth fractured or flourishing?	What if the Mayans never existed?	Does the punishment fit the crime?	Can you have a balance of power?
	<b>Living things and their habitats</b> (Living things – what's the same and what's different? Part 2) ***Living things and their habitats (lifecycles & reproduction in plants)***	<b>Electricity</b> (Can we vary the effects of electricity?)	<b>Evolution and inheritance</b> (How do living things change over time and place?)	<b>Science Investigators</b> ***Year 5 - Forces (mechanisms – levers, pulleys & gears)***	<b>Light</b> (How do we see?)	<b>Animals including humans</b> (How do our choices affect how our bodies work?)

Year 3 Forces & Magnets will need to be covered in Year 5 Forces unit when this cohort reach year 5

Year 3 Light will need to be covered in Year 6 Light unit when this cohort reach year 6

Year 3 Plants will need to be covered in Year 5 Living things and their habitats unit when this cohort reach year 5

Year 4 Electricity will need to be covered in Year 6 Electricity unit when this cohort reaches year 6

\* **Seasonal Changes** in Year 1 is ongoing throughout the year – at least 1 lesson at the start of each term should be focused on this topic. However, staff should also seek to maximise opportunities for learning in this area if for example it snows or another significant weather event occurs.

\* **Science Investigators** – set in the half term of British Science week – this is an opportunity to explore, enrich and deepen the understanding of the topics studied so far. Real scientists will be invited into school (STEM ambassadors, parents, members of the local community, local business', local secondary schools etc.) to ensure strong links are made to the real world and how science is used and applied. Children will develop their working scientifically skills in order to support their use across the rest of the academic year.

<b>Year Group</b>	<b>Units not covered due to Covid-19</b>
Year 1	Plants
Year 2	Plants Animals including humans (animals have offspring that grow into adults)
Year 3	Rocks <b>Forces &amp; Magnets</b> Light <b>Plants</b> Animals including humans
Year 4	Sound Electricity
Year 5	Forces (Mechanisms - levers, pulleys, gears) Living things and their habitats (lifecycle of plants)
Year 6	Electricity