

St. Paul's C of E Primary School - SCIENCE CURRICULUM MAP

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 - what will happen if the ice melts?	What if we didn't have aeroplanes?	Superheroes - do they live amongst us?	What if you lived in Australia?
	Seasonal Changes & Plants (Plants: What are they?)	Everyday materials (What are things made from?)	Seasonal Changes & Animals including Humans (Animals: Are they all the same?) (identifying animals)	Science Investigators	Seasonal Changes & Plants (Plants: What are they?)	Animals including Humans (Animals: Are they all the same?) (body parts)
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 beside the seaside?	Going into the unknown - is it brave or reckless?	What if you lived in India?
	Uses of Everyday materials (How do we choose materials? Can we change materials?)	Living Things & their Habitats (What is alive?) (life cycles)		Science Investigators	Plants (Plants: What do they need?)	Animals including Humans (What do humans need to survive?) (healthy living)
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?
	Rocks (Are all rocks the same?)	Forces & Magnets (How do things move? Part 1 What can magnets do?)	Light (What is the dark?)	Science Investigators	Plants (Plants: How do they reproduce?)	Animals including humans (How do living things work?)(skeletal systems)
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?
	Sound (How do we hear different sounds?)	Electricity (Can we control electricity?)	Living things and their habitats Living things – what's the same and what's different? (Part 1) & Are living things in danger?	Science Investigators	States of matter (Is water always wet?)	Animals including humans (What do our bodies do with the food we eat?) (digestion)
5	What if there were no rainforests?	What if the Vikings had never invaded?	What if we didn't have a monarchy?	What if you could do something to change the world?	What if you lived in Mexico?	What if we didn't have medicine?
	Living things in their habitats (Do all life cycles look the same?)	Properties and changes of materials (What are things made from and why? Can we change materials?)	Forces (How do things move? Part 2)	Science Investigators	Earth & Space (Sun, Earth and Moon: What is moving?)	Animals including humans (How do our bodies change as we get older?)
6	Could you survive?	Can you have a balance of power?	Is the earth fractured or flourishing?	What if the empire fell?	Does the punishment fit the crime?	What if the Mayans never existed? What if I shone like a star in the world?
	Living things and their habitats (Living things – what's the same and what's different? Part 2)	Electricity (Can we vary the effects of electricity?)	Evolution and inheritance (How do living things change over time and place?)	Science Investigators	Light (How do we see?)	Animals including humans (How do our choices affect how our bodies work?)

* **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.