



## Downsway Primary Science Curriculum Map

|  | Term 1  | Term 2  | Term 3   | Term 4   | Term 5   | Term 6  |
|--|---|---|--|--|--|---|
| <b>Foundation Stage</b>                                    | <b>Senses:</b> What are our senses?<br>What do we use them for?<br>Listening Walk and Taste Test<br><br><b>Teeth and oral hygiene</b><br><br><b>Lifecycle of a human</b> focusing on changes since being a baby | <b>Seasonal Changes</b><br><br><b>Experiment:</b> Make a rainbow using water, pens and kitchen roll.<br><br><b>Solar System</b> | <b>Seasonal Changes</b><br><br><b>Changes of state:</b> Ice to water<br><br><b>Experiment:</b> Skittles<br><br><b>Magnet investigation</b> | <b>Seasonal Changes</b><br><br><b>Materials:</b> Three Little Pigs' Houses and the Gingerbread Man<br><br><b>Plants &amp; Flowers:</b> What do they need to survive? | <b>Seasonal Changes</b><br><br><b>Habitats:</b> <i>Animals around the world</i><br><br><b>Life cycles:</b> <i>Frogs, Butterflies</i> | <b>Materials:</b> Waterproof experiment<br><br><b>Floating &amp; Sinking:</b> Making boats/rafts<br><br><b>Sun Safety</b> |
| <b>Year 1</b>  | <b>Animals inc. humans</b><br><i>Links to topic (Superheroes), focusing on human body and senses</i>  | <b>Animals inc. humans</b><br><i>Links to topic (P,C &amp;W) with focus on animals</i>  | <b>Seasonal changes/Everyday materials</b><br><i>Topic link</i>  | <b>Plants</b><br><i>Good time of year to begin to see plants growing/changing</i>  | <b>Everyday materials</b><br><i>Topic link</i>   | <b>Recap of plants, animals inc. humans</b><br><i>Use topic (dinosaurs) to deliver learning</i>                           |
| Season changes covered throughout year during PPA sessions |   |   |  |  |  |   |
| <b>Year 2</b>  | <b>Living things and their habitats/ Animals inc. humans</b>  | <b>Living things and their habitats/ Animals inc. humans</b>  | <b>Uses of everyday materials</b>  | <b>Use of everyday materials</b><br><br><b>WS:</b> Love to Investigate: Can you find the treasure?<br>Do all boats float?  | <b>Use of every day materials</b><br><br><b>WS:</b> Love to Investigate: Why do boats float?<br>Can you make a paper bridge?         | <b>Plants</b>   |
| <b>Year 3</b>  | <b>Light</b><br><i>Tenuous link to topic (Stone Age) and how they used natural light sources</i>  | <b>Animals inc. humans</b><br><i>Links to topic, thinking about food as part of harvest/Diwali/Christmas</i>                    | <b>Forces &amp; Magnets</b>  | <b>Plants</b><br><i>Good time of year to grow plants</i>   | <b>Plants</b><br><i>Good time of year to grow plants</i>   | <b>Rocks</b>  |

|               |  |   |   |   |  |   |
|---------------|--|---|---|---|--|---|
| <b>Year 4</b> | <b>States of Matter</b><br><i>Looking at solids, liquids and gases</i><br><i>Understanding changes to state, not the water cycle</i><br><b>Animals inc. humans</b><br><i>Teeth covered as part of PPA topic.</i> | <b>States of Matter</b><br><i>Considering condensation and evaporation as well as setting up investigations</i><br><br><b>Animals inc. humans</b><br><i>Digestive system covered as part of PPA topic</i> | <b>Animals inc. humans/Living Things &amp; Their Habitats</b><br><i>Food chains of land animals, environmental adaptation. Water cycle also covered</i> | <b>Electricity</b>  | <b>Sound</b>   | <b>Animals inc. humans/Living Things &amp; their Habitats</b><br><i>Recap and compare environmental changes as well as look at predators, classifications keys are focused on</i> |
| <b>Year 5</b> | <b>Earth and Space</b>   | <b>Forces</b>   | <b>Properties of Materials</b>  | <b>Changes of Materials</b>   | <b>Living Things and Their Habitats</b>  | <b>Animals, inc. humans</b>   |
| <b>Year 6</b> | <b>Electricity</b><br><i>Link to topic with Victorians inventions &amp; use of electricity</i>   | <b>Light</b><br><i>Tenuous topic link with Mayans (temples aligned with sun)</i>  | <b>Animals inc. humans</b><br><i>No specific reason</i>   | <b>Animals inc. humans/Evolution &amp; Inheritance</b><br><i>Direct link to topic</i> | <b>Evolution/Living Things &amp; Their Habitats</b><br><i>Direct link to topic</i> |   |

Year 1: Working Scientifically (asking Qs, measuring & recording, concluding)

Year 2: Working Scientifically (asking Qs, measuring & recording, concluding)

Year 3: Working Scientifically (asking Qs, measuring & recording, concluding, evaluating)

Year 4: Working Scientifically (asking Qs, measuring & recording, concluding, evaluating)

Year 5: Working Scientifically (asking Qs, measuring & recording, concluding, evaluating)

Year 6: Working Scientifically (asking Qs, measuring & recording, concluding, evaluating)