

BRW Science Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Plants While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Children should therefore visit the same plants throughout the year gathering additional clues for identification. Seasonal change Pupils should be gathering data about seasonal change regularly throughout the year. As part of this, they will be making observations about the weather and how this affects living things. If data is gathered regularly, this can be reviewed at the end of the year.					
	Animals, including humans (humans)	Every day Materials	Everyday Materials	Animals, including humans (Animals)	Plants	Plants
Year 2	Living Things and their Habitats While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants <i>throughout the year</i> gathering additional clues for identification. Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, <i>the habitat should be visited at different times throughout the year.</i> Plants Seeds and bulbs need to be planted at different times of the year (bulbs in Autumn and seeds, generally, in Spring). For these to reach full maturity, they need to complete their life cycle. This will be determined by the plant, not the time allocated to the topic. Once planted, the beds will need to be visited regularly to weed and make observations of growth.					
	Plants (planning for growing seeds and bulbs outside) Living things and their habitats	Uses of everyday materials (properties and uses of materials statement)	Animals, including humans (basic needs and keeping healthy statements)	Uses of everyday materials (changing shapes of materials) Animals, including humans (offspring statement)	Living things and their habitats	Living things and their habitats Plants (<i>harvesting and cooking</i>)

Year 3	Plants Many plants have an annual cycle – having buds, flowers, seeds/berries at certain times in the year. Pupils should therefore visit the same plants throughout the year gathering evidence linked to their life cycle e.g. collecting seeds and taking photographs or making observational drawings for buds, flowers etc. This evidence can then be reviewed at the end of the year to exemplify a range of plants' life cycles. Links can be made between the Plants, Rocks and Light topics.					
	Animals, including Humans (Nutrition and Movement)	Rocks	Forces and magnets		Plants (<i>parts and their functions and investigating growth statements</i>)	Light Plants (<i>life cycles statement</i>)
Year 4	Living things and their habitats (naming and identifying living things in the local environment) While learning to name and identify plants, the pupils should be drawing on a range of different clues. Many plants change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries. At any particular time, only some of these parts will be present. To ensure correct identification, all parts should be considered. Pupils should therefore visit the same plants throughout the year gathering additional clues for identification. Animals visible in a habitat will change depending on the weather on the day and the season. In order to build up a full picture of the animals in a habitat, the habitat should be visited at different times throughout the year.					
	Electricity	States of Matter	States of Matter	Sound	Animals inc Humans <i>Teeth and Digestion</i>	Living things and their habitats
Year 5	Living things and their habitats Before learning about the life cycle of humans, it is helpful if pupils have learnt about the life cycle of plants and animals. It is therefore appropriate to teach the Living things and their habitats topic before the Animals, including humans topic. Animals, including humans Before learning about the life cycle of humans, it is helpful if pupils have learnt about the life cycle of plants and animals. It is therefore appropriate to teach the Living things and their habitats topic before the Animals, including humans topic. The content in this topic is small and therefore requires less time to cover adequately than other topics.					
	Properties and changes of materials (Properties of Materials)	Living things and their habitats (life cycle and reproduction of plants and animals)	Forces	Earth and Space	Properties and changes of materials (changes of materials)	Animals, including Humans
Year 6	Evolution and inheritance / Light					

	This topic is conceptually more challenging and is therefore best taught later in the year.				
	Living things and their habitats	Animals, including humans	Electricity	Light	Evolution and inheritance