



## Ranelagh Primary School – Science Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Understanding the World and Physical Development					
<b>Year 1</b>	Everyday Materials (Plus Seasonal changes)*	Animals, including Humans (Plus Seasonal changes)*			Plants (Plus Seasonal changes)*	
<b>Year 2</b>	Uses of Everyday Materials	Animals, including Humans		Plants	Living Things and their Habitats	
<b>Year 3</b>	Rocks	Forces and Magnets	Animals, including Humans	Plants	Light	
<b>Year 4</b>	Electricity	States of Matter	Living Things and their Habitats	Sound	Animals, including Humans	
<b>Year 5</b>	Forces	Properties and changes of materials	Earth and Space	Animals, including Humans	Living Things and their Habitats	
<b>Year 6</b>	Light	Living Things and their Habitats (Plus: Evolution and inheritance)*	Electricity	Animals, including Humans (Plus: Evolution and inheritance)*		

**Scientific Enquiry**

EYFS	Key Stage 1 National Curriculum Working Scientifically
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talk about features of their own immediate environment and how environments might vary from one another.</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><b>Physical Development (Health and Self-Care)</b></p> <ul style="list-style-type: none"> <li>• Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways;</li> <li>• observing closely, using simple equipment;</li> <li>• performing simple tests;</li> <li>• identifying and classifying;</li> <li>• using their observations and ideas to suggest answers to questions;</li> <li>• gathering and recording data to help in answering questions.</li> </ul>
Lower Key Stage 2 National Curriculum Working Scientifically	Upper Key Stage 2 National Curriculum Working Scientifically
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them;</li> <li>• setting up simple practical enquiries, comparative and fair tests;</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes;</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;</li> <li>• using test results to make predictions to set up further comparative and fair tests;</li> <li>• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations;</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>