

Squirrel Hayes First School: Science Curriculum Map

<p>Learning Lens: Discovery- The process of finding information, a place, or an object, especially for the first time, or the thing that is found.</p> <p>Squirrel Hayes First School is located in an area of high social and emotional deprivation. Children typically start school with low starting points and the school has local reputation of good practice for children with additional needs. We foster skills of resilience, resourcefulness, reciprocity and reflectiveness as the cornerstones of emotional character to develop lifelong learning. The learning lens of discovery endeavours to support aspiration though a recognition of perseverance to overcome setbacks and as positive action to enable individuals, groups and societies to become agents of change to improve life chances and outcomes. Within a scientific focus, discovery fosters curiosity and questioning minds; discussion and assimilation of new knowledge as children make links between everyday occurrences; underpinned by theory and an increasing focus on justification through clear explanation and evidence.</p>		
<p>EYFS Cycle A & B</p>	<p>Pre- Nursery</p> <ul style="list-style-type: none"> Seasons - Explore and talk about the weather. What should we wear in each season and why- investigating materials in terms of what is similar and what is different. Explore materials- Wood and other environmental materials such as pebbles. Texture. Investigation on materials. 	<p>Nursery</p> <ul style="list-style-type: none"> Pets- what pets do they have. Adult animals and baby animals that have obvious similarities. Life cycle of a butterfly. Plants- Grow seeds. Discuss the fact that they need water. Weather in terms of daily conversation.
	<p>Reception</p> <ul style="list-style-type: none"> Materials- differences between them and changes that you notice. Name the five senses and explore push and pull. Investigation- Materials - Name and order the seasons. This is blocked according to the season. Explore the environment outside according to the season. What plants need to survive. Experiment- Plants in the cupboard. Children would observe what happened. What do plants need? Processes and change in the natural world- seasons and living things. Changing states of matter- Very simple. Freeze things, melt them and bake things. <p>Scientific enquiry focus: observation and discussion</p>	
<p>Year 1/2</p>	<ul style="list-style-type: none"> Plants Animals including humans- Living and non- living things. Animal groups vertebrates- mammals, fish, birds Seasonal change- going deeper and weather across the world. Materials- Identify purposes of materials. Scientific enquiry: observation, classification and asking and questions, 	

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<p>Year 2 /3 Cycle A</p>	<p>Year A-</p> <ul style="list-style-type: none"> • Plants cycles and seed dispersal • Plant and animal habitats • Animal groups vertebrates- mammals, fish, birds, amphibians, and reptiles; invertebrates - insects • Rocks and soils • Scientific enquiry
<p>Cycle B</p>	<p>Year B-</p> <ul style="list-style-type: none"> • Animal their habitats • Animal groups: vertebrates: mammals, fish, birds, amphibians and reptiles; invertebrates - insects. • Food chains. • Malleable Materials • Scientific enquiry: observation, classification, simple tests and recording data to answer questions. •
<p>Year 3/4 Cycle A</p>	<ul style="list-style-type: none"> • Bones and Bile- Digestive system- The digestive system. Teeth as the gateway. • States of matter • Water Cycle • Electricity <p>Scientific enquiry Scientific enquiry: observation, classification, simple, practical enquiries and comparative and fair tests. Make accurate measurements, report on findings, draw conclusions</p>
<p>Cycle B</p>	<ul style="list-style-type: none"> • Light and Sound- How they travel, sources, how they help us, ears and eyes, night and day, the sun as the major light source. • Forces- gravity, magnetism, air resistance • Mechanisms. • Scientific enquiry: observation, classification, simple, practical enquiries and comparative and fair tests. Make accurate measurements, report on findings, draw conclusions