

Rosslyn Primary and Nursery School: Science Curriculum Coverage Map



Year Group	Observation	Pattern-Seeking	Grouping and Classifying	Investigation	Research
	Our World, Wellbeing	Our World, Wellbeing, Innovation	Our World, Wellbeing, Innovation	Community, Our World, Wellbeing, Innovation	Journeys, Our World, Wellbeing, Innovation
Year 1	<p>The body-what is the same and different about your partners face?</p> <p>Plants- Observing plants closely.</p> <p>Materials- to identify and name a variety of materials.</p>	<p>Materials- floating and sinking.</p> <p>Plants- Observing plants closely.</p>	<p>Senses- matching senses to the body parts.</p> <p>The body- Classifying the different parts of the body.</p> <p>Plants- Identifying and classifying plants.</p> <p>Seasonal change- comparing spring and autumn.</p> <p>Animals and humans- grouping animals e.g. herbivore and carnivore. Animals that live on land/sea/countryside and city.</p> <p>Materials- exploring properties of materials.</p> <p>Materials- sorting materials into groups.</p>	<p>Senses investigation- tray of objects to match with which sense.</p> <p>Materials- floating and sinking.</p> <p>Materials- waterproof</p>	<p>Seasonal changes- learning about the different seasons.</p> <p>Naming and identifying body parts.</p> <p>Animals and humans- Healthy bodies- exercise and healthy foods.</p> <p>Animals and humans- How humans grow.</p>
Year 2	<p>Living things- Mini beast investigation</p> <p>Living things- Micro-habitats- in the forest</p> <p>Materials- comparing objects and materials.</p> <p>Materials- which material would be a best match.</p> <p>Plants- what plants need to grow.</p> <p>Plants- seed dispersal.</p> <p>Plants- bean in a bag.</p>	<p>Living things- Food chains</p> <p>Plants- do big seeds grow big plants?</p> <p>Humans- Do children get faster as they grow older?</p>	<p>Living things- comparing different habitats. Living and non-living.</p> <p>Living things- Mini beast safari</p> <p>Materials- classifying materials.</p> <p>Materials- how materials are used in different situations.</p> <p>Humans- healthy diet.</p>	<p>Living things- Mini beast investigation</p> <p>Materials- what are the properties of different materials?</p> <p>Materials- Do all metal objects have the same properties?</p> <p>Materials- can we change the shape of different objects?</p> <p>Plants- what different plants need to grow.</p> <p>Plants- Bean in a bag.</p> <p>Humans- Do children get faster as they grow older?</p>	<p>Living things-how animals are adapted to habitat.</p> <p>Living things- designing a suitable habitat.</p> <p>Materials- How inventors have made new materials.</p> <p>Animals- describing different life cycles.</p> <p>Humans- what we need to survive.</p>
Year 3	<p>Rocks- volcano 'eruption' investigation.</p> <p>Rocks- chocolate bar observation comparisons.</p>	<p>Light- how shadows change in a day in a graph.</p>	<p>Rocks- different kinds of rocks.</p> <p>Rocks- fossils.</p>	<p>Rocks- Volcano 'Eruption' investigation.</p>	<p>Rocks- what are volcanoes and earthquakes?</p>

Rosslyn Threads: **Power, Community, Journeys, Our World, Wellbeing, Innovation**

	<p>Rocks- different kinds of soils.</p> <p>Plants- identifying different parts of the plant.</p> <p>Animals inc. humans- muscle movements.</p>	<p>Light- shadow size compared to distance.</p> <p>Magnets- How strong is a magnetic field?</p>	<p>Plants- sorting different plants.</p> <p>Animals inc. Humans- different food types.</p>	<p>Rocks- testing different rocks against vocabulary.</p> <p>Light- testing different materials for reflection.</p> <p>Light- shadow size investigation.</p> <p>Magnets- measuring magnetic field.</p> <p>Magnets- testing magnets on different surfaces.</p> <p>Plants- water transportation in plants.</p>	<p>Rocks- fossils.</p> <p>Plants- fact file about plants.</p> <p>Plants- life cycle.</p> <p>Animals inc, humans- labelling skeleton.</p>
Year 4	<p>States of matter- looking at real life objects and grouping.</p> <p>Water cycle model.</p> <p>Animals inc. Humans- identifying teeth.</p>	<p>Water cycle- how weather/temperature effects water.</p> <p>Sound- do bigger instruments always make deeper sounds?</p> <p>Sound- patterns between pitch and volume.</p>	<p>States of Matter- Solids, liquids and gases- grouping.</p> <p>Electricity- objects that use electricity.</p> <p>Living things- grouping animals using classification keys.</p> <p>Living things- branching database for invertebrates.</p> <p>Living things- food chains.</p>	<p>States of matter- imposter experiment.</p> <p>States of matter- ice cube experiment.</p> <p>States of matter- melting chocolate experiment.</p> <p>Sound- can we show how sound travels?</p> <p>Sound- string telephones.</p> <p>Animals inc. humans- Tooth decay experiment with egg shells.</p> <p>Animals inc. Humans- tights investigation- digestive organs.</p>	<p>States of matter- wanted posters.</p> <p>Water cycle- diagram.</p> <p>Electricity- research mission packs. Time line of electrical items.</p> <p>Electricity- human circuit.</p> <p>Animals inc. Humans- functions of digestive system diagrams.</p>
Year 5	<p>Space – Day and Night, Seasons</p> <p>Changing Materials – Water absorption</p> <p>Changing Materials – Mixing materials and reactions</p> <p>Life Cycles – Observing parts of plants</p> <p>Forces – Air resistance and Gravity</p>	<p>Space – Moon Phases</p> <p>Changing Materials – Dissolving and dispersal</p> <p>Changing Materials – Mixing materials and reactions</p> <p>Life Cycles – Do bigger plants have bigger seeds?</p> <p>Forces – Making Parachutes</p>	<p>Space – Planets</p> <p>Changing Materials – Dissolving and Insolubility</p> <p>Life Cycles – Animals</p>	<p>Changing Materials – Water absorption</p> <p>Changing Materials – Dissolving and dispersal</p> <p>Changing Materials – Mixing materials and reactions</p> <p>Life Cycles – Do bigger plants have bigger seeds?</p> <p>Forces – Making Parachutes</p> <p>Forces – Air resistance and Gravity</p>	<p>Space – Scientists</p> <p>Forces – What Air resistance is?</p> <p>Life Cycles – Parts of plants</p> <p>Life Cycles – Scientific diagram of a flower</p>

<p>Year 6</p>	<p>Living things- Bob the Bird man- observing owls.</p> <p>Light- making a periscope.</p> <p>Light- broken into colours- refraction using torches, ray boxes and prisms.</p> <p>Humans- blood smoothies.</p> <p>Humans- blood pastel art.</p>	<p>Living things- transferring data about birds on graph.</p> <p>Living things- data from beak experiment.</p> <p>Electricity- construct a circuit to show variation of how components function.</p> <p>Humans- exercise pulse rate.</p>	<p>Living things- features of birds.</p> <p>Living things- identifying owls- bob the bird man.</p> <p>Humans- nutrients.</p>	<p>Living things- battle of the beaks experiment.</p> <p>Light- pin hole camera- how does light travel?</p> <p>Light- how are shadows formed?</p> <p>Electricity- construct a circuit to show variation of how components function.</p> <p>Humans- to show how our digestive system works.</p>	<p>Living things- Habitats. Effects of global warming- letter writing.</p> <p>Living things- who was Charles Darwin?</p> <p>Living things- what will birds look like 20 years from now?</p> <p>Light- how the eye works.</p> <p>Humans- role of the lungs and blood.</p> <p>Humans- labelling digestive system.</p> <p>Humans- drugs.</p>
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