

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Seasonal changes (2hrs per term) Plants (2hrs per term)		Everyday Materials				Seasonal changes (2hrs per term) Plants (2hrs per term)		Everyday Materials			
Spring Term	Seasonal changes (2hrs per term) Plants (2hrs per term)		Animals Including humans				Seasonal changes (2hrs per term) Plants (2hrs per term)		Animals Including humans			
Summer Term	Seasonal changes (2hrs per term) Plants (2hrs per term)		Animals Including humans				Seasonal changes (2hrs per term) Plants (2hrs per term)		Plants			



Redbrook Science Curriculum Map

Year 1 – Long-term Plan

- Plants should be taught throughout the year and closely linked to the seasonal change topic. Children should explore how trees and plants change with the seasons (with special attention paid to the difference between deciduous and evergreen trees). Children should be regularly identifying trees and plants in the school grounds and local area. Set the challenge of identifying every plant that is growing in the school grounds and around.

While exploring outside some aspects of the Animals Including Humans topic could also be covered e.g. *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.* See Tree tools for schools for sound and scent scavenger hunts, <https://www.tree-toolsforschools.org.uk/menu/>

Year 2 – Long-term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Living things & their habitats (2hrs per term) Plants (2hrs per term)		Uses of everyday materials				Living things & their habitats/Plants (2hrs per term)		Uses of everyday materials			
Spring Term	Living things & their habitats/Plants (2hrs per term)		Animals including humans				Living things & their habitats/Plants* (2hrs per term)		Animals including humans			
Summer Term	Living things & their habitats/Plants (2hrs per term)		Uses of everyday materials				Living things & their habitats Plants					

- Children should explore habitats throughout the year, identifying the living things that are found there (including any plants) and observing how they change.
 - Children should regularly collect things that are living, dead, and things that have never been alive. Some of the things they collect could be added to a class collection.
 - While regularly exploring outdoors the Teacher children could think about what the living things that they observe eat. This will support them when they explore food chains in more detail as part of this topic in Summer 2.
- Uses of everyday materials in Summer 1 will enable the Teacher to revisit the learning from the Autumn term and develop it further.
- Learning about living things and their habitats will also provide opportunities to explore the following substantive knowledge from the animals including humans topics:
 - Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Year 3 & 4 – Long-term Plan

Year A 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Rocks and Soils					Plants	Rocks and Soils			Animals including humans (Y3)		
Spring Term	Animals including humans (Y3)					Plants	Animals including humans (Y4)					
Summer Term	Light						Plants					

- Schedule 1-2 lessons in the Autumn term (around the half term holiday would be ideal) to focus on the seed dispersal part of the Plants topic. At this time of year lots of trees and plants will be dispersing seeds and this will provide a great opportunity to experience this first-hand. Seeds can also be collected and stored to support learning in Summer 2 when the Plants topic will be explored in more detail.
- Schedule 1-2 lessons in the Spring term (ideally in Spring 2) to observe the process of pollination at first-hand.

Both of the above can be revisited in Summer 2 in more depth if necessary but this approach enables children to have first-hand learning experiences which will make the learning more memorable/embedded.

Year 3 & 4 – Long-term Plan

Year B 2024-2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Living things and their habitats	States of Matter				Living things and their habitats	States of Matter			Sound		
Spring Term	Living things and their habitats	Sound				Living things and their habitats	Electricity					

Summer Term	Electricity	Living things and their habitats	Forces and Magnets
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- Living things and their habitats should be taught throughout the year with pupils regularly revisiting/surveying different habitats to see how the plants and animals living there are changing.
- States of Matter should be taught before Sound to support their understanding of how sound needs a medium to travel through (e.g. a solid, liquid or gas).

Year 5 & 6 – Long-term Plan

Year A 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Properties of Materials*						Forces					
Spring Term	Earth and Space						Changes of Materials (part of the Properties of Materials topic) *					
Summer Term	Living things and their habitats						Animals including humans (Y5)					

- *The 'properties of materials' topic contains a lot of content and should be taught over a whole term. Above it has been split into two parts.
 - In the first part of the topic it is suggested the following is covered:
 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
 - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
 - In the second part of the topic it is suggested the following is covered:
 - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
 - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
 - Demonstrate that dissolving, mixing and changes of state are reversible changes.

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- In the second part of the topic it is vital to revisit/recap the previous learning from the first part.

Forces should be taught before Earth and Space so children can revisit/apply their understanding of gravity in the context of planets/space (especially when learning about orbits and why things go around each other).

Year 5 & 6 – Long-term Plan

Year B 2024-2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Animals including humans						Electricity					
Spring Term	Light						Living things and their habitats					
Summer Term	Evolution and inheritance						Revisiting topics and ensuring mastery of the working scientifically skills*					

- Teach Evolution and Inheritance in the Summer Term. This topic contains some challenging concepts so it is best taught when children have matured as much as possible.

*Summer 2 in Year 6 could be spent revisiting science topics from earlier in the year and ensuring that the children have mastered all the working scientifically skills as detailed in the end of KS2 teacher assessment framework. Pupils could ask their own questions related to science they've covered and devise their own experiments to answer them. Teachers could hold 'science days' to enable an in-depth focus on the working scientifically skills and ensure that there are no gaps in pupils knowledge & understanding.