**Diagram

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**Curriculum Map for Year Groups (St Briavels)**

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| **Year** | **Term 1** | **Term 2** | **Term 3** |

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| **Bluebell Class** |  |  |  |
| **EYFS** | Seasonal Changes  Plants  Animals, including Humans | Seasonal Changes  Plants  Materials | Seasonal Changes  Plants  Living things and their habitats |

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| **Daisy Class** |  |  |  |
| **1** | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Everyday Materials (*Recording*) (**Active** – What materials might be good to waterproof your coat?) | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Plants (*Using Scientific equipment*) (**Belonging** – What berries and nuts can we find?) | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Animals, including Humans (*Questioning*) (**Belonging** – What animals are there in the forest?) |
| **2** | Uses of Everyday Materials (*As appropriate)*  (**Active** – What materials can we use to make a mini-beast hotel?) | Animals, including Humans (*Questioning*)  (**Belonging** – Who lives in the woods? Where do they live and what do they eat?)  Living Things and their Habitats *(Recording Data)*  (**Belonging** – What do animals need to live through spring in the forest?) | Plants (*Using scientific equipment*)  (**Active** – What do we need to keep our plants alive?) |
| **Year** | **Term 1** | **Term 2** | **Term 3** |
| **Poppy Class** |  |  |  |
| **2** | Animals, including Humans (*Using scientific equipment*)  (**Belonging** – Who lives in the woods? Where do they live and what do they eat?) | Uses of Everyday Materials (*As appropriate)*  (**Active** – What materials can we use to make a mini-beast hotel?)  Living Things and their Habitats *(Questioning)*  (**Belonging** – What do animals need to live through the spring in the forest?) | Plants (*Recording Data*)  (**Active** – What do we need to keep our plants alive?) |
| **3** | Animals including Humans (*Using scientific equipment*)  (**Active** – What food groups are there and what do we need to stay healthy?) | Rocks and Minerals (*Reporting on findings*)  (**Belonging** – What types of rocks can you find in the forest?)  Forces and Magnets (*Using scientific evidence*)  (**Independence** – What materials can discover that are magnetic?) | Light (*Questioning*)  (**Active** - How are shadows formed and why do they change?)  Plants (*Recording Data*)  (**Diversity** – How does lack of water/light affect what grows?) |

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| **Year** | **Term 1** | | **Term 2** | **Term 3** |
| **Speedwell Class** | |  |  |  |
| **4** | | Electricity  (*Questioning*)  (**Independence** – Why doesn’t this circuit work?)  Sound (*Using scientific evidence*)  (**Independence** – Why can animal sounds travel so far?) | States of matter (*Reporting on findings*)  (**Belonging** – Where does our water come from?) | Animals including Humans (*Using scientific* *equipment*)  (**Active** – What damages teeth and how to look after them?)  Living things and their habitats (*Recording* *Data*)  (**Diversity** – How has our habitat changed over time? (Polar/Tundra)) |
| **5** | | Forces (*Questioning*)  (**Active** – Can you design a streamlined boat taking into account the forces involved?)  Space (*Reporting on findings*)  (**Diversity** – How do we know so much about space?) | Properties and Changes of Materials (Using s*cientific evidence*)  (**Independence** – Can I compare and classify a range of everyday materials through their characteristics? (hardness, solubility, conductivity and transparency) | Animals including Humans (*Using scientific equipment*)  (**Diversity** – How do our bodies change as we age?)  Living things and their habitats (*Recording Data*)  (**Belonging** – Can I classify plants and animals in the local environment?) |

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| **Year** | **Term 1** | **Term 2** | **Term 3** |
| **Foxglove Class** |  |  |  |
| **5** | Forces (*Questioning*)  (**Active** – What is the best material for constructing a hot air balloon or parachute?)  Space (*Reporting on findings*)  (**Diversity** – How do we know so much about space?) | Properties and Changes of Materials (Using s*cientific evidence*)  (**Independence** – Can I compare and classify a range of everyday materials through their characteristics? (hardness, solubility, conductivity and transparency)) | Animals including Humans (*Using scientific equipment*) (**Diversity** – How do our bodies change as we age?)  Living things and their habitats (*Recording Data*) (**Belonging** – Can I classify plants and animals in the local environment?) |
| **6** | Light (*Using scientific* *equipment*)  (**Independence** – What happens when we shine different coloured lights on differently coloured objects?)  Electricity (*Questioning*) (**Independence** – How can we make this circuit work?) | Evolution and Inheritance (*Reporting on findings*)  (**Diversity** – What are the advantages & disadvantages of specific adaptions in humans?) | Animals including Humans (Using scientific equipment)  (**Active** – How does our body change as we exercise?)  Living Things and their Habitats (*Using scientific evidence*)  (**Belonging** – Can I classify plants and animals in a wide range of habitats? (Local, Tundra, Polar, Desert & Temperate)) |

**Diagram

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**Curriculum Map for Year Groups (Redbrook)**

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| **Year** | **Term 1** | **Term 2** | **Term 3** |

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| **EYFS** | Places  Objects | Materials  Living things | Features of their environment. |

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| **Robin Class** |  |  |  |
| **1** | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Everyday Materials (*Recording*) (**Active** – What materials might be good to waterproof your coat?) | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Plants (*Using Scientific equipment*) (**Belonging** – What berries and nuts can we find?) | Seasonal changes (*Questioning*) (2hr per term)  (**Active** – How is our weather different?)  Animals, including Humans (*Questioning*) (**Belonging** – What animals are there in the forest?) |
| **2** | Uses of Everyday Materials (*As appropriate)*  (**Active** – What materials can we use to make a mini-beast hotel?) | Plants (*Using scientific equipment*)  (**Active** – What do we need to keep our plants alive?)  Living Things and their Habitats *(Recording Data)*  (**Belonging** – What do animals need to live through winter in the forest?) | Animals, including Humans (*Questioning*)  (**Belonging** – Who lives in the woods? Where do they live and what do they eat?) |

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| **Kingfisher Class** |  |  |  |
| **Y3/4 Year A** | Light (Y3)  (**Active** - How are shadows formed and why do they change?)  Sound (Y4)  (**Independence** – Can you find patterns in sound made by different objects?) | Plants (Y3)  (**Diversity** – How does lack of water/light affect what grows?)  Rocks (Y3)  (**Belonging** – What types of rocks can you find in the forest?) | Animals including humans (Y4)  (**Active** – What damages teeth and how to look after them?) |
| **Y3/4 Year B** | States of Matter (Y4)  (**Belonging** – Where does our water come from?) | Animals including humans (Y3)  (**Active** – What food groups are there and what do we need to stay healthy?)  Living things and habitats (Y4)  (**Diversity** – How has our habitat changed over time? (Polar/Tundra)) | Electricity (Y4)  (**Independence** – Why doesn’t this circuit work?)  Forces and Magnets (Y3)  (**Independence** – What materials can discover that are magnetic?) |
| **Y5/6 Year A** | Properties and changes of materials (Y5)  (**Independence** – Can I compare and classify a range of everyday materials through their characteristics? (hardness, solubility, conductivity and transparency)) | Evolution & Inheritance (Y6)  (**Diversity** – What are the advantages & disadvantages of specific adaptions in humans?)  Earth and Space (Y5)  (**Diversity** – How do we know so much about space?) | Forces (Y5)  (**Active** – What is the best material for constructing a hot air balloon or parachute?)  Light (Y6)  (**Independence** – What happens when we shine different coloured lights on differently coloured objects?) |
| **Y5/6 Year B** | Electricity (Y6)  (**Independence** – How can we make this circuit work?)  All living things and their habitats (Y5) | All living things and their habitats (Y6)  (**Belonging** – Can I classify plants and animals in a wide range of habitats? (Local, Tundra, Polar, Desert & Temperate)) | Animals including humans (Y5)  (**Diversity** – How do our bodies change as we age?)  Animals including humans (Y6)  (**Active** – How does our body change as we exercise?) |