We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

I am the vine; you are the branches.
If you remain in me and I in you,
you will bear much fruit.

John 15:5

Goring Church of England Aided Primary School

Science

Curriculum Map

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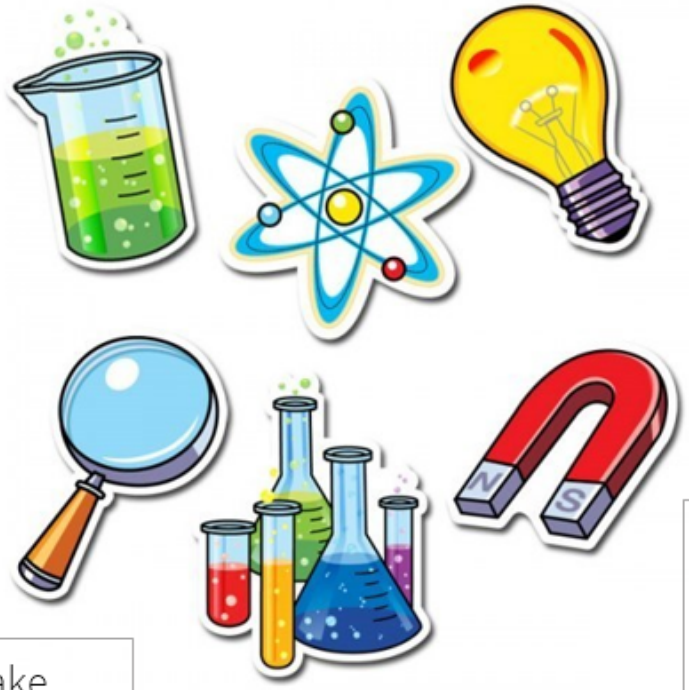
Characteristics of a scientist

High levels of originality, imagination or innovation in the application of skills.

A passion for science and its application in past, present and future technologies.



The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

Confidence and competence while planning and carrying out scientific investigations.

Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.

The ability to undertake practical work in a variety of contexts.

Early Years

Early years – Early Learning Goals – The Natural World

Area of EYFS curriculum	Early Learning Goals
The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Years – Expectations of skills

Expectations
• Listening to stories • Asking questions about the natural world • Drawing picture os animals and plants • Talk about the seasons and weather • Recognise the similarities and differences between different places • Role play and make up stories

Aims of the National Curriculum

	Key Stage 1	Key Stage 2
Working scientifically	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)	
Biology	Plants • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. Habitats • Look at the suitability of environments and at food chains. Animals and humans • Identify, classify and observe. • Look at growth, basic needs, exercise, food and hygiene. All living things* • Investigate differences.	Plants • Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. Evolution and inheritance • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time. Animals and humans • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth. • Look at the human circulatory system. All living things • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants. • Look at classification of plants, animals and micro-organisms. • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs.
Chemistry	Materials	Rocks and fossils

	• Identify, name, describe, classify, compare properties and changes. • Look at the practical uses of everyday materials.	• Compare and group rocks and describe the formation of fossils. States of matter • Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. Materials • Examine the properties of materials using various tests. • Look at solubility and recovering dissolved substances. • Separate mixtures. • Examine changes to materials that create new materials that are usually not reversible.
Physics	• Observe seasonal changes.	Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows. Sound • Look at sources, vibration, volume and pitch. Electricity • Look at appliances, circuits, lamps, switches, insulators and conductors. • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. Forces and magnets • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs. Earth and space • Look at the movement of the Earth and the Moon • Explain day and night

Threshold Concepts for Science

Working scientifically	**Biology**	**Chemistry**	**Physics**
Work scientifically This concept involves learning the methodologies of the discipline of science.	**Understand plants** This concept involves becoming familiar with different types of plants, their structure and reproduction. **Understand animals and humans** This concept involves becoming familiar with different types of animals, humans and the life processes they share. **Investigate living things** This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes. **Understand evolution and inheritance** This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.	**Investigate materials** This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.	**Understand movement, forces and magnets** This concept involves understanding what causes motion. **Understand the Earth's movement in space** This concept involves understanding what causes seasonal changes, day and night. **Investigate light and seeing** This concept involves understanding how light and reflection affect sight. **Investigate sound and hearing** This concept involves understanding how sound is produced, how it travels and how it is heard. **Understand electrical circuits** This concept involves understanding circuits and their role in electrical applications.

Milestones

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
	A)Work scientifically This concept involves learning the methodologies of the discipline of science.	A.1.1. Ask simple questions. A.1.2. Observe closely, using simple equipment. A.1.3. Perform simple tests. A.1.4. Identify and classify. A.1.5. Use observations and ideas to suggest answers to questions. A.1.6. Gather and record data to help in answering questions.	A.2.1. Ask relevant questions. A.2.2. Set up simple, practical enquiries and comparative and fair tests. A.2.3. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. A.2.4. Gather, record, classify and present data in a variety of ways to help in answering questions. A.2.5. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. A.2.6.Report on findings from enquiries, including oral and written explanations, displays	A.3.1. Plan enquiries, including recognising and controlling variables where necessary. A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. A.3.3.Take measurements, using a range of scientific equipment, with increasing accuracy and precision. A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. A.3.6. Present findings in written

			or presentations of results and conclusions. A.2.7. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. A.2.8. Identify differences, similarities or changes related to simple, scientific ideas and processes. A.2.9. Use straightforward, scientific evidence to answer questions or to support their findings.	form, displays and other presentations. A.3.7. Use test results to make predictions to set up further comparative and fair tests. A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
Biology	**B)Understand plants** This concept involves becoming familiar with different types of plants, their structure and reproduction.	B.1.1. Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. B.1.2. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. B.1.3. Observe and	B.2.1. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. B.2.2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. B.2.3. Investigate the way in which water is	*B.3.1. Relate knowledge of plants to studies of evolution and inheritance.* *B.3.2. Relate knowledge of plants to studies of all living things.*

		describe how seeds and bulbs grow into mature plants. B.1.4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	transported within plants. B.2.4. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	C)Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	C.1.1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. C.1.2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. C.1.3.Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). C.1.4. Identify name, draw and label the basic parts of the human body and say which part of the body is	C.2.1. Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. C.2.2. Construct and interpret a variety of food chains, identifying producers, predators and prey. C.2.3. Identify that humans and some animals have skeletons and muscles for support, protection and movement. C.2.4. Describe the simple functions of the basic parts of the digestive system in humans. C.2.5.Identify the different	C.3.1. Describe the changes as humans develop to old age. C.3.2. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. C.3.3. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. C.3.4. Describe the ways in which nutrients and water are transported within animals, including humans.

		associated with each sense. C.1.5. Notice that animals, including humans, have offspring which grow into adults. C.1.6. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). C.1.7. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	types of teeth in humans and their simple functions.	
	D)Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	D.1.1. Explore and compare the differences between things that are living, that are dead and that have never been alive. D.1.2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	D.2.1. Recognise that living things can be grouped in a variety of ways. D.2.2. Explore and use classification keys. D.2.3. Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	D.3.1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. D.3.2. Describe the life process of reproduction in some plants and animals. D.3.3. Describe how living things are classified into broad groups according to common observable characteristics. D.3.4. Give reasons for classifying plants and animals based on specific characteristics.

		D.1.3. Identify and name a variety of plants and animals in their habitats, including micro-habitats. D.1.4. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		
	E)Understand evolution and inheritance This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.	*E.1.1. Identify how humans resemble their parents in many features.*	*E.2.1. Identify how plants and animals, including humans, resemble their parents in many features.* *E.2.2. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.* *E.2.3 Identify how animals and plants are suited to and adapt to their environment in different ways.*	E.3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. E.3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. E.3.3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Chemistry	**F) Investigate materials** This concept	F.1.1. Distinguish between an object and the material from which it is	**Rocks and Soils** F.2.1.Compare and group	F.3.1. Compare and group together everyday materials based on evidence from

	involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.	made. F.1.2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. F.1.3. Describe the simple physical properties of a variety of everyday materials. F.1.4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. F.1.5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. F.1.6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	together different kinds of rocks on the basis of their simple, physical properties. F.2.2. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). F.2.3. Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. F.2.4. Recognise that soils are made from rocks and organic matter. **States of Matter** F.2.5. Compare and group materials together, according to whether they are solids, liquids or gases. F.2.6. Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their	comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. F.3.2. Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. F.3.3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. F.3.4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. F.3.5. Demonstrate that dissolving, mixing and changes of state are reversible changes. F.3.6. 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,

			teaching in mathematics. F.2.7. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	oxidisation and the action of acid on bicarbonate of soda.
Physics	**G)Understand movement, forces and magnets** This concept involves understanding what causes motion.	*G.1.1. Notice and describe how things move, using simple comparisons such as faster and slower.* *G.1.2. Compare how different things move.*	G.2.1. Compare how things move on different surfaces. G.2.2. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. G.2.3. Observe how magnets attract or repel each other and attract some materials and not others. G.2.4. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. G.2.5. Describe magnets as having two poles. G.2.6. Predict whether two	**Magnets** G.3.1. Describe magnets as having two poles. G.3.2. Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** G.3.3. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. G.3.4. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. *G.3.5. Describe, in terms of drag forces, why moving objects that*

			magnets will attract or repel each other, depending on which poles are facing.	*are not driven tend to slow down.* *G.3.6. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* G.3.7. Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
	H)Understand light and seeing This concept involves understanding how light and reflection affect sight.	*H.1.1. Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.*	H.2.1.Recognise that they need light in order to see things and that dark is the absence of light. H.2.2. Notice that light is reflected from surfaces. H.2.3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. H.2.4. Recognise that shadows are formed when the light from a light source is blocked by a solid object. H.2.5. Find patterns in the way that the size of shadows change.	H.3.1. Understand that light appears to travel in straight lines. H.3.2. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. H.3.3. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. H.3.4. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

	I)Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.	*I.1.1. Observe and name a variety of sources of sound, noticing that we hear with our ears.*	I.2.1. Identify how sounds are made, associating some of them with something vibrating. I.2.2. Recognise that vibrations from sounds travel through a medium to the ear.	I.3.1. Find patterns between the pitch of a sound and features of the object that produced it. I.3.2. Find patterns between the volume of a sound and the strength of the vibrations that produced it. I.3.3. Recognise that sounds get fainter as the distance from the sound source increases.
	J)Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.	*J.1.1. Identify common appliances that run on electricity.* *J.1.2. Construct a simple series electrical circuit.*	J.2.1. Identify common appliances that run on electricity. J.2.2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. J.2.3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. J.2.4. Recognise that a switch opens and closes a	J.3.1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. J.3.2. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. J.3.3. Use recognised symbols when representing a simple circuit in a diagram.

			circuit and associate this with whether or not a lamp lights in a simple series circuit. J.2.5. Recognise some common conductors and insulators, and associate metals with being good conductors.	
	K)Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.	*K.1.1. Observe the apparent movement of the Sun during the day.* K.1.2. Observe changes across the four seasons. K.1.3. Observe and describe weather associated with the seasons and how day length varies.	*K.2.1. Describe the movement of the Earth relative to the Sun in the solar system.* *K.2.2. Describe the movement of the Moon relative to the Earth.*	K.3.1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. K.3.2. Describe the movement of the Moon relative to the Earth. K.3.3. Describe the Sun, Earth and Moon as approximately spherical bodies. K.3.4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	Note:	*Items in italics are not statutory in the English National Curriculum.*		