



Science Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Traditional Tales/ Nursery Rhymes and songs</p> <p>To begin to notice some of the differences between people</p> <p>To identify and name facial features.</p> <p>To learn about similarities and differences when cooking, such as porridge, gingerbread men and cakes</p>	<p>Celebrations</p> <p>To explore the world around me with all my senses</p> <p>To talk about differences between materials and changes I have noticed.</p>	<p>Winter Wonderland</p> <p>To explore natural and man-made materials</p> <p>To talk about natural materials using a wide vocabulary linked to all my senses - Winter</p> <p>To explore the world around me with all my senses</p> <p>To explore natural and man-made materials</p> <p>To talk about natural materials using a wide vocabulary linked to all my senses</p> <p>To explore the world around me with all my senses -Winter</p>	<p>People Who Help Us To talk</p> <p>To learn about nurses, doctors and dentists and how they help us take care of our bodies</p>	<p>Mad about minibeast</p> <p>To observe the life cycle of a butterfly in class</p> <p>I can begin to talk about key features of life cycles using key vocabulary</p> <p>To learn about minibeasts in other countries</p> <p>Fantasy</p> <p>To introduce and explore natural materials, using my senses</p> <p>To choose materials that are fit for purpose</p> <p>To experiment and discuss floating and sinking. To talk about different forces I can feel e.g. water pushing up when trying to push an object under</p>	<p>Down on the farm</p> <p>To begin to talk about the key features of life cycles, using key vocabulary</p> <p>To show care for living things, including plants and animals</p> <p>(Rand Farm Visit)</p> <p>Summer Holidays</p> <p>To talk about some of the changes in the natural world such as the weather linked to seasonal change</p> <p>To explore floating and sinking and make observations</p>
Reception	<p>Love Your Selfie</p> <p>To identify and name facial features and body parts linked to similarities and differences.</p> <p>To talk about differences in material</p>	<p>Whatever Next</p> <p>To talk about what I can see outside using vocabulary</p> <p>To describe what I see hear and feel</p> <p>To observe and interact with natural processes, such as light travelling through a transparent material and an object casting a shadow</p> <p>To talk about different forces, stretching an elastic band and snapping a twig.</p> <p>Celebrations</p>	<p>Winter Wonderland</p> <p>To explore the natural world</p> <p>To talk about some of the changes in the natural world such as the weather linked to seasonal change</p> <p>To talk about changing state of matter, for example freezing, melting.</p> <p>To observe the natural world and observe how animals behave differently as the season changes.</p> <p>To explore the natural world</p>	<p>Once Upon A Time</p> <p>To show care for living things- plants – beanstalk</p> <p>To talk about the life cycle of animals/ plants using new vocabulary</p>	<p>People Who Help Us</p> <p>To learn about nurses, doctors and dentists and how they help us take care of our bodies. To learn about healthy eating and the impact it has on our body</p>	<p>Down In The Jungle</p> <p>I can show care for living things and the environment</p> <p>I can talk about what I can see, using key vocabulary</p> <p>(Visit to Woodside Wildlife Park)</p> <p>To learn about animals in other countries</p> <p>To observe the natural world and observe how animals behave differently eg habitat</p>

		<p>To talk about what I see outside using vocabulary eg Autumn.</p> <p>To describe what I see hear and feel</p> <p>To change materials eg mixing paint</p>	and make observations to draw pictures			<p>and environment</p> <p>To make observations, draw pictures and describe animals and plants (from photos and real life experiences) – wild animals</p> <p>Visit to Wildlife Park</p> <p>To talk about the life cycle of animals/ plants using new vocabulary</p> <p>To describe another environment eg desert or artic</p>
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Science	<p>Animals, including humans: To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Seasonal changes To observe changes across the 4 seasons. To observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically: To observe closely. To use observations and ideas to suggest answers to questions.</p>	<p>Everyday Materials: To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: To identify and classify. (Sorting Materials) To carry out simple tests. To observe closely To gather and record data to help answer questions.</p>	<p>Animals, including humans: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Living things and their habitats: To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To 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.</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Working Scientifically: To identify and classify. To use observations and ideas to suggest answers to questions.</p>	<p>Everyday Materials: To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically: To carry out simple tests. To use observations to answer questions. To gather and record data to help answer questions.</p>	<p>Plants: To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Working Scientifically: To ask questions and recognise they can be answered in different ways. To carry out simple tests. To use observations to answer questions. To gather and record data to help answer questions.</p>	<p>Animals, including humans: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Living things and their habitats: To 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.</p> <p>To 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.</p> <p>Working Scientifically: To identify and classify. To use observations to answer questions.</p>
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