# HEP Science KS1 and KS2 Curriculum Map.

## KS1 & KS2 Curriculum Table

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **1** | **Plants** | **Human Body Parts** | **Everyday Materials** | **Animal Groups** | **Animals Diets** | **Seasonal Changes** |
| | Identify and describe common plants; observe plant parts and growth | Identify and label basic body parts; associate body parts with senses | Identify and classify everyday materials; describe and compare their properties | Identify and classify animals into groups (mammals, birds, fish, etc.); compare animal characteristics | Classify animals by diet (herbivores, carnivores, omnivores); relate physical characteristics to diet | Observe and describe seasonal changes; record weather patterns and how they affect living things |
| **2** | **Growing Plants** | **Uses of Everyday Materials** | **Animal Needs** | **Local Habitats** | **Habitats & Microhabitats** | **Food Chains and Health** |
| | Observe how seeds and bulbs grow; learn about plant needs (water, light, temperature) | Compare the suitability of materials for different uses; explore how materials change shape | Learn about animal life cycles; understand basic needs of animals and humans (food, water, air) | Distinguish between living, dead, and never alive; explore local habitats and how they meet needs | Investigate different habitats and microhabitats; understand how conditions affect living things | Create simple food chains; learn about human health and the importance of a balanced diet |
| **3** | **Plants** | **Rocks** | **Light** | **Animals including humans** | **Forces and magnets** | **Bee project** |
| | Parts of plants, needs of plants and their life cycle | Comparing different rocks, fossils, soil formation | Light sources, how light is reflected off objects, how shadows form, changing shadows, eye protection | Nutrition, Musculoskeletal system for support, movement, and protection | Non-contact forces, attraction and repulsion of magnets, magnetic materials and the N and S pole of magnets | A look at the relationship between bees and their environment; importance in pollination, food and other resources |
| **4** | **States of matter** | **Animals including humans** | **Sound** | **Living things and their habitats** | **Electricity** | **The History of Science** |
| | Group materials based on their properties, changes of state, heating and cooling, the water cycle | Eating, teeth, digestive system and food chains, producers, predators and prey | Making sounds, vibrations, the ear, changes in pitch and volume | Classification, characteristics, and the effects of environmental changes | Appliances, building circuits and identifying components, circuit diagnostics, conductors and insulators | This unit focuses on the development of scientific theories by a diverse range of scientists and inventors, both historical and contemporary |
| **5** | **Properties and changes of materials** | **Animals including humans** | **Forces** | **Living things and their habitats** | **Earth and space** | **The Scientific Method** |
| | Classifying materials, Dissolving, | Life cycles, plant and animal | Gravity, air resistance, water | Classifying living things, Life cycles of mammals, | The movement of Earth, other planets and the | The unit looks at the steps that scientists follow |

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| | separating and changes of state, uses of materials, reversible and irreversible changes | reproduction, human life cycle | resistance and friction between moving surfaces, multiplying forces using levers, pulleys and gears | amphibians, insects and birds | Moon in relation to the Sun and each other, spherical bodies, night and day | when thinking about a problem and how to solve it |
| **6** | **Animals including humans** | **Science of Light** | **Electric Circuits** | **Evolution and inheritance** | **Classifying Living Things** | **Transition Unit** |
| | The circulatory system, lifestyle, health and disease; transport of water in animals | How light travels, how we see objects, the shape of shadows | The effects of changing the number and voltage of cells in a circuit; varying the function of components; representing circuits using symbols | What we learn by looking at fossils; variation, reproduction and adaptation. Evolution | Classifying microorganisms, plants and animals | Introduction to cell biology, energy forms and transformations, properties of materials, forces, and basic principles of chemical reactions |