

Science Curriculum mapping

Reception

Development matters statements: Understanding the world	Animal adventures	I am a scientist	Our beautiful planet	Changing seasons
Explore the natural world around them.	X	X	X	X
Describe what they see, hear and feel whilst outside.	X		X	X
Recognise some environments that are different from the one in which they live.	X			
Understand the effect of changing seasons on the natural world around them.				X
Early learning goals: Understanding the World: The Natural World				
Explore the natural world around them, making observations and drawing pictures of animals and plants;	X		X	X
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;	X			
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		X	X	X

Science Curriculum mapping

Year 1

Year 1 and 2 - National curriculum Science content	Kapow Primary Science strands	Kapow Primary Topics					
		Seasonal changes	Everyday materials	Sensitive bodies	Comparing animals	Introduction to plants	Investigating science through stories
Asking simple questions and recognising that they can be answered in different ways.	Working scientifically	X	X	X	X	X	X
Observing closely, using simple equipment.		X	X	X		X	X
Performing simple tests.			X	X		X	X
Identifying and classifying.			X	X	X	X	X
Using their observations and ideas to suggest answers to questions.			X	X	X	X	X
Gathering and recording data to help in answering questions.		X	X	X	X	X	X

Year 1 - National curriculum Science content	Kapow Primary Science strands	Kapow Primary Topics					
		Seasonal changes	Everyday materials	Sensitive bodies	Comparing animals	Introduction to plants	Investigating science through stories
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Scientific knowledge and understanding					X	X
Identify and describe the basic structure of a variety of common flowering plants, including trees.						X	X
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.					X		X
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.					X		X
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).					X		X
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					X		
Distinguish between an object and the material from which it is made.				X			

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Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.			X			X	
Describe the simple physical properties of a variety of everyday materials.			X			X	
Compare and group together a variety of everyday materials on the basis of their simple physical properties.			X				
Observe changes across the four seasons.		X				X	
Observe and describe weather associated with the seasons and how day length varies.		X				X	

Year 2

Year 1 and 2 - National curriculum Science content	Kapow Primary Science strands	Kapow Primary Topics					
		Habitats	Micro-habitats	Uses of everyday materials	Lifecycles and health	Plant growth	Plant-based materials
Asking simple questions and recognising that they can be answered in different ways.	Working scientifically	X	X	X	X	X	X
Observing closely, using simple equipment.			X	X	X	X	X
Performing simple tests.			X	X		X	X
Identifying and classifying.		X	X		X		X
Using their observations and ideas to suggest answers to questions.				X	X	X	X
Gathering and recording data to help in answering questions.		X	X	X	X	X	X

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Year 2 - National curriculum Science content	Kapow Primary Science strands	Kapow Primary Topics					
		Habitats	Micro-habitats	Uses of everyday materials	Lifecycles and health	Plant growth	Plant-based materials
Explore and compare the differences between things that are living, dead, and things that have never been alive.	Scientific knowledge and understanding	X					X
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.		X	X				
Identify and name a variety of plants and animals in their habitats, including microhabitats.		X	X				
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.		X					
Observe and describe how seeds and bulbs grow into mature plants.						X	
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.						X	X
Notice that animals, including humans, have offspring which grow into adults.					X		
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).					X		
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.					X		
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.				X		X	
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.				X			

Cross-curricular links

Reception

Prime and specific areas	Kapow Primary units			
	Animal adventures	I am a scientist	Our beautiful planet	Changing seasons
ELG: Communication and language	Listening, Attention and Understanding: Listening and responding with questions, making comments about what they have heard. Speaking: Participating in discussions, sharing ideas, using new vocabulary and explaining why things might happen.			
Personal, Social and Emotional development	Building Relationships: Working and playing cooperatively and taking turns with others.			
Physical development	Gross Motor Skills: Moving energetically including running and dancing.		Fine motor skills: Using a range of small tools, including scissors and knives.	Fine motor skills: Using scissors.
Literacy		Writing: Writing labels.	Comprehension: Use recently introduced vocabulary during discussions and role-play. Reading: Read words consistent with their phonic knowledge. Writing: Write simple phrases.	Writing: Labelling pictures and writing words to describe the seaside.
Mathematics	Number: Counting and subitising. Numerical Patterns: Comparing quantities up to 10, understanding greater than, less than or the same.			
Expressive arts and design	Being imaginative and expressive: Joining in with songs and moving in time to the music.			Being imaginative and expressive: Joining in with songs and moving in time to the music.

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Year 1

National curriculum subjects	Kapow Primary units					
	Seasonal changes	Everyday materials	Sensitive bodies	Comparing animals	Introduction to plants	Investigating science through stories
English	Spoken language: Presenting a weather report.	Reading: Developing pleasure in reading and new vocabulary.	Reading: Applying phonic knowledge. Writing: Segmenting to spell.	Reading: Applying phonic knowledge. Writing: Composing sentences orally before writing and re-reading to check for sense; using capital letters and full stops and the personal pronoun 'I'.	Writing: Composing sentences before writing; punctuating sentences with capital letters and full stops.	Writing: Using phonic knowledge to spell.
Maths	Statistics: Using tally marks to record data; completing a pictogram.		Measurement: Using connecting cubes to measure and compare lengths. Number: Counting accurately.	Number: Representing the number of pets in class using connecting cubes and recording data in a block chart; using the language less than, more than, most and fewest.	Measurement: Using connecting cubes to compare and measure leaf length.	Measurement: Using a ruler to measure and compare lengths.
Art and design	Creating a season mobile; using fingerprints to create seasonal tree paintings.				Observational drawings of flowering plants.	
Computing						Online research to retrieve digital content.
Geography	Locating the capital cities on the map of the United Kingdom.				Carrying out fieldwork in the school grounds.	
History					Recognising the significance of scientists in the past.	
Music	Listening to and joining in with songs.				Listening to and joining in with songs.	

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Year 2

National curriculum subjects	Kapow Primary units					
	Habitats	Microhabitats	Uses of everyday materials	Life cycles and health	Plant growth	Plant-based materials
English	Spoken language: Performing a group presentation about the life processes.	Reading: Reading a non-fiction text to find answers. Writing: Punctuating sentences with question marks; using adverbs of time.	Writing: Using co-ordination (but) when writing about objects and materials.	Comprehension: Reading non-fiction to gather information.		
Maths			Measurement: Using connecting cubes to measure the length materials can stretch and the strength of paper fold bridges; using the symbol (p) for pence. Fractions: Recognising half and quarters when folding paper. Multiplication: Calculating the total cost of items by multiplying by ten.	Measurement: Using standard units to measure height. Compare and sequence intervals of time.	Measurement: Using standard units to measure stem height.	
Computing	Carrying out online research into woodland animals.					
D & T				Using the basic principles of healthy and varied diet.		Generating, developing, modelling and communicating their ideas through talking and drawing; Selecting from and using a wide range of materials according to their characteristics.

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Geography		Carrying out fieldwork to identify microhabitats on the school grounds.				
Music			Using their voices expressively to sing songs.			
PE				Mastering basic movements like running.		
RSE/PSHE				Knowing what constitutes healthy diet and the principles of planning healthy meals		