

King’s Court First School – EY & KS1 Science Curriculum Map – 2026-2027							
EYFS Science	Term 1- All About Us / Our Community Understanding the World		Term 2 – Culture Understanding the World		Term 3 – The Arts Understanding the World		
Early Learning Goals:	To master techniques:	ELG: The Natural World - Explore the natural world, making observations and drawing pictures of animals and plants - Know similarities and differences between the natural world around them and contrasting environments - Understand seasonal changes - Describe what they see, hear and feel					
	To master techniques:	Daily independent access to resources: - Magnifying glasses - Bug viewers - Natural small world materials - Use of clipboards - Gardening equipment and growing tools eg. watering cans, trowels, rakes. - Minibeast materials and key vocabulary - Water tray – Floating and sinking objects, exploring capacity and weight, ice, bubbles, foam. - Different building blocks and materials to test strength. - Daily weather chart - Non-fiction books Adult led learning activities: - How things grow? Sunflower seed planting, broad bean planting, mixed flower planting. - Recording observational change. - Importance of minibeasts roles in ecosystem and how to support this – wild flowers for pollinators. - Understanding life cycles. - Experimenting with different liquids eg, milk and washing up liquid. - Modelling scientific vocabulary.					
KS1 Science	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts		
Milestone 1	To work scientifically:	Across all year groups scientific knowledge and skills should be learned by working scientifically. - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions.					
	Biology: To understand plants To understand animals and humans	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					
	Chemistry: To investigate materials	Materials - Identify, name, describe, classify and compare properties and changes - Look at the practical uses of everyday materials					
	Physics: To understand the Earth’s movement in space	Forces - Describe basic movement - Earth & Space - Observe seasonal change					
KS1	1A- Animals and humans		1B- Seasonal Change	2A- Materials	2B- Seasonal Change	3A- Plants	3B- Seasonal Change
Year 1	<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions. Biology- To understand animals and humans - Identify and name a variety of common animals that are birds, fish, mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). - Identify names, draw and label the basic parts of the human body and say which part of the body s associated with each sense. - Notice that animals, including humans, have offspring which grow into adults. - Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions Physics - Observe seasonal change	<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions Chemistry - To investigate materials - Distinguish between an object and the materials form which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Identify and compare the suitability of a variety of every day material, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions Physics - Observe seasonal change	<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions Biology- To understand plants - Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. - Identify and describe the basic structure of a variety of common flowering plans, including roots, stem/trunk. Leaves and flower. - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<i>To work scientifically:</i> - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions Physics - Observe seasonal change
Continuous Provision	Daily Calendar— Seasons, Months and weather Animals including humans—Sorting games, observations drawing/portraits. Mirror Mirror & Sound Mayhem- Reflective surfaces and instruments to explore. (Light & Sound)			Daily Calendar— Seasons, Months and weather Weather Log—Daily/Weekly Weather Log School Garden – plant and grow vegetables, flowers and herbs in the school garden.		Daily Calendar— Seasons, Months and weather Planting Seed Log—Planting Conditions School Garden – plant and grow vegetables, flowers and herbs in the school garden.	
Knowledge Webs	Animals and humans Seasonal change			Materials Seasonal change		Plants Seasonal change	
Breadth of Study	To work scientifically: - Ask simple questions - Observe closely, using simple equipment - Perform simple tests - Identify and classify - Use observations and ideas to suggest answers to questions. - Gather and record data to help in answering questions.						

	1A- Animals and humans	1B- Habitats (& Living Things)	2A- Materials	2B- Forces	3A- Plants	3B- Earth & Space
Year 2	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. Biology- To understand animals and humans • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify names, draw and label the basic parts of the human body and say which part of the body s associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions Biology- To investigate Habitat & living things • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which that 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitat • Describe how animals obtain their food form plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions Chemistry - To investigate materials • Distinguish between an object and the materials form which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of every day material, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions Physics -To understand movement, forces and magnets • Notice and describe how things move, using simple comparisons such as faster and slower • Compare how different things move.	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions Biology- To understand plants: • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plans, including roots, stem/trunk. Leaves and flower. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<i>To work scientifically:</i> • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions Physics- To understand the Earth’s movement in space: • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
Continuous Provision	Daily Calendar— Seasons, Months and weather Animals including humans—Sorting games, observations drawing/portraits. Mirror Mirror & Sound Mayhem- Reflective surfaces and instruments to explore. (Light & Sound)		Daily Calendar— Seasons, Months and weather Planting Seed Log—Planting Conditions School Garden – plant and row vegetables, flowers and herbs in the school garden.		Daily Calendar— Seasons, Months and weather Weather Log—Daily/Weekly Weather Log School Garden – plant and row vegetables, flowers and herbs in the school garden.	
Knowledge Webs	Animals and humans Living things		Materials Forces		Plants Earth	
Breadth of Study	To work scientifically: • Ask simple questions • Observe closely, using simple equipment • Perform simple tests • Identify and classify • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.					
Deliberate choices:	Link with our environment to give practical lessons Focus on hands on learning All children studying animals and humans in Autumn 1 Seasonal change repeated over the year for Year 1 to ensure coverage Working scientifically linked into topics					