

Science Statement of Intent

"I believe there are no questions that science can't answer about a physical universe."

Stephen Hawking

Our intention when planning and delivering the science curriculum is to foster and develop our pupils' curiosity in the subject, whilst also helping them to fulfil their potential. We aim to prepare our pupils for life in an increasingly scientific and technological world. We intend learning in science to be through systematic investigations of the physical, chemical and biological aspects of their lives that rely mainly on first-hand experience, leading them to be equipped to answer scientific questions about the world around them. It is our intention, through investigative science, we will continue to deepen their respect for the natural world and all its phenomena, and increase their care and appreciation.



THE DEAN TRUST
Forest Gate Academy
Science Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|---|---|--|---|
| Nursery | Animals including humans (How they have grown) Light (Light sources) Materials (Exploring materials) | | Animals including humans (Lifecycles of a Duck/Hen) Materials (Differences in materials) Plants (Caring for a plant) Electricity (Items which use electricity) | | Animals including humans (Lifecycle of a butterfly/frog) Living Things and Habitats (Caring for nature) Forces (How objects move) | |
| Reception | Seasons (Changes in animals, weather and plants in Autumn and Winter) Living Things and their Habitats (Locality and polar regions) Animals including Humans (Observational drawings of animals) Materials (How materials change over time) | | Seasons (Changes in animals, weather and plants in Spring) Plants (Plants in their surroundings) Space (Changes in the sky during the day) | | Seasons (Changes in animals, weather and plants in Summer) Living Things and their Habitats (Identifying Minibeasts) Animals including humans (Identifying differences between animals) Light (Discussing shadows and their light source) Forces (How objects move in water and wind) | |
| Year 1 | Animals including humans (Naming different animal groups) | | Everyday materials (Identifying everyday materials) | | Plants (Naming common and wild plants) | Seasonal changes (Describing the changes of the four seasons) |
| Year 2 | Animals including humans (Offspring of humans and animals) | | Everyday materials (Identifying the suitability of materials) | | Plants (How seeds and bulbs mature into plants) | Living things and their habitats (Compare the differences of living and dead things) |
| Year 3 | Animals including humans (Nutrition and skeletal systems) | | Rocks | Forces and magnets (How forces move on different surfaces) | Plants (The function of the parts of the flowering plant) | Light (How shadows are formed) |
| Year 4 | Animals including humans (The digestive system) | States of Matter | Sound | Electricity (Constructing simple electric circuits) | Living things and their habitats (Classifying living things) | |
| Year 5 | Earth and Space (The movement of the solar system) | Forces (Mechanisms) | Properties of Materials | Changes in Materials | Animals including humans (How humans develop in old age) | Living things and their habitats (Reproduction) |
| Year 6 | Light (How light travels) | Electricity (Voltage and complex circuits) | Evolution | | Animals including humans (Circulatory systems) | Living things and their habitats (Classifying through characteristics) |