








Science Curriculum Map 2025-2026

Our inclusive science curriculum has been designed around the following school curriculum aims:

				
Inspiring joy for learning	Knowledge rich	Reading at the heart	Challenge for all	Holistic approach

Our science curriculum provides children with a:

- a secure, deep understanding of the nature, processes and principles of science through clear instruction and deliberate practice.
- an ability to apply long-term knowledge to make predictions and connections between disciplines, and recognise the uses and implications of science in the wider world.
- Gradual understanding of ‘vertical substantive concepts’, taken from the Association for Science Education’s ‘big ideas’ in science.

All material in the universe is made of very small particles	Objects can affect each other at a distance	Changing the movement of an object requires a net force to be acting on it	The total amount of energy in the Universe is always the same, but energy can be transformed when things change or are made to happen	The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth’s surface and its climate
The solar system is a very small part of one of millions of galaxies in the Universe	Organisms are organised on a cellular basis	Organisms require a supply of energy and materials for which they are often dependent on or in competition with other organisms	Genetic information is passed down from one generation of organisms to another	The diversity of organisms, living and extinct, is the result of evolution

Our children will develop their enquiry skills through experience of the following 5 types of scientific enquiry:

1. Observing over time

Some questions can be answered by observing how living things, materials and physical processes change over time. These observations may take place over different time spans from minutes or hours, to several weeks or months.

2. Comparative and fair testing

Some questions can be answered by looking for causal relationships between two variables i.e. when one variable is changed and its effect on something else is observed or measured.

3. Identifying and classifying

Some questions can be answered by naming things and/or sorting them into groups. To do this, it may be necessary to carry out a simple test or use secondary sources.









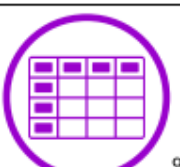

4. Pattern seeking

Some questions can be answered by looking for links between variables where there is no causal relationship. This can involve looking for patterns when making observations/measurements or within data from secondary sources.

5. Researching using secondary sources

Some questions cannot be answered by the pupils using first-hand experiences, for ethical or practical reasons, and therefore need to be answered using secondary sources.

During the course of our science curriculum, our children will also develop the following disciplinary knowledge:

	Science skill		Science skill
 1	Asking scientific questions	 2	Presenting results
 3	Planning an enquiry	 4	Interpreting results
 5	Observing closely	 6	Drawing conclusions (KS2 only)
 7	Taking measurements	 8	Making predictions (KS2 only)
 9	Gathering and recording results	 10	Evaluating an enquiry (KS2 only)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS theme	Me and my family	Celebrations	Food	Plants and growth	Animals	South Wimbledon (people who help us)
Year 1						
Unit of work	Chemistry Everyday materials	Biology/Physics Seasons: Autumn and Winter	Biology Common animals and senses		Biology/Physics Seasons: Spring and Summer	Biology Common plants
Enquiry types	Classifying Comparative/fair testing	Observing over time Pattern seeking	Classifying Observing over time Pattern seeking Comparative/fair testing Researching		Observing over time Pattern seeking	Classifying Observing over time Pattern seeking Researching
Year 2						
Unit of work	Chemistry Uses of everyday materials		Biology Animals, including humans	Biology Plants	Biology Living things and their habitats	
Enquiry types	Classifying Comparative/fair testing		Classifying Observing over time	Classifying Observing over time Pattern seeking Researching	Classifying Observing over time Pattern seeking Researching	
Year 3						
Unit of work	Biology Skeletons, muscles and nutrition	Chemistry Rocks	Physics Forces and magnets		Biology Plants	Physics Light
Enquiry types	Classifying Pattern seeking Researching	Classifying Observing over time Comparative/fair testing Researching	Classifying Comparative/fair testing Researching		Classifying Observing over time Pattern seeking Researching	Classifying Comparative/fair testing

Year 4					
Unit of work	Physics Electricity	Physics Sound	Chemistry States of matter including the water cycle	Biology Food and digestion	Biology Living things and their environment
Enquiry types	Classifying Comparative/fair testing	Classifying Comparative/fair testing Researching	Classifying Observing over time Comparative/fair testing Researching	Classifying Researching	Classifying Observing over time Pattern seeking Researching
Year 5					
Unit of work	Physics Earth and Space	Physics Forces	Chemistry Properties of materials	Biology Life cycles	Biology Human development
Enquiry types	Observing over time Researching	Comparative/fair testing Researching	Classifying Observing over time Comparative/fair testing	Classifying Observing over time Pattern seeking Researching	Researching
Year 6					
Unit of work	Biology Evolution and Inheritance	Physics Electricity	Physics Light	Biology Classifying living things	Biology Circulation and lifestyle
Enquiry types	Classifying Pattern seeking Researching	Comparative/fair testing	Comparative/fair testing	Classifying Researching	Observing over time Pattern seeking Comparative/fair testing Researching