

Science Curriculum Map for EYFS & KS1 - 2025-2026

	AUTUMN	SPRING	SUMMER
YEAR R	<p>Theme: <i>Going on a Bear Hunt</i></p> <p>Substantive Knowledge: Animals</p> <ul style="list-style-type: none"> Recognise similarities and difference between animals Understand that different animals prefer different places to live and grow 	<p><u>Spring 1</u></p> <p>Theme: <i>Who is your superhero?</i></p> <p><u>Spring 2</u></p> <p>Theme: <i>Growing, All Creatures great and small</i></p> <p>Substantive Knowledge: Animals</p> <ul style="list-style-type: none"> Trip to Longdown Farm We want children to: <ul style="list-style-type: none"> Understand that we should treat all animals carefully and with respect Understand that the owners of pets have a responsibility to meet the needs of their pet Recognise similarities and difference between animals Develop a variety of language to describe different animals Recognise that animals move in a variety of different ways Recognise that different animals eat different foods Recognise that, like us, animals have senses to find their way around Recognise that young animals are different to the adult animals 	<p>Theme: <i>Once Upon a Time</i></p> <p>Substantive Knowledge: Materials</p> <ul style="list-style-type: none"> They should have opportunities to observe the following changes: <ul style="list-style-type: none"> Melting and solidifying after melting (chocolate, jelly and ice) Heating/cooking (e.g. gingerbread men, cookies)
	<p>Theme: <i>Let's Celebrate</i></p> <p>Substantive Knowledge: Materials</p> <p>Children should explore and observe a range of objects and materials, naming and describing natural and man-made materials, such as:</p> <ul style="list-style-type: none"> Wood, including bark and bark chippings Glass including mirrors Metal Plastic (hard and soft) Fabric, fur 		<p>Theme: <i>Oh I do like to be beside the seaside</i></p> <p>Substantive Knowledge: Plants</p> <ul style="list-style-type: none"> Children should have an opportunity to grow a variety of plants both inside and outside the classroom, looking at some of the conditions that help them grow and observing them closely - particularly the roots, stem, leaves and flowers. They should also have opportunities to grow some of the plants that we use for food.
YEAR 1	<p>Theme: <i>Paws, Claws and Whiskers</i></p> <p>Core Content: Animal Survival</p> <ul style="list-style-type: none"> Classifying animal types (mammals, amphibians, reptiles, birds & fish) 	<p>Theme: <i>Poles Apart</i></p> <p>Core Content: Habitats</p> <ul style="list-style-type: none"> Adapted to survive 	<p>Theme: <i>How does your garden grow?</i></p> <p>Core Content: Plants</p> <ul style="list-style-type: none"> Where do plants come from? Seeds & bulbs

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	<ul style="list-style-type: none"> • Feeding for Survival • Moving for Survival 		<ul style="list-style-type: none"> • Germination and best conditions for germination • Plant adaptations - how do they protect themselves? •
	<p>Theme: Paws, Claws and Whiskers Core Content: Animal Survival</p> <ul style="list-style-type: none"> • Sensing for Survival 	<p>Theme: Crowns and Coronations Core Content: Describing Materials</p> <ul style="list-style-type: none"> • The big idea about materials 	<p>Theme: Marvellous Me! Core Content: Plants continued</p> <ul style="list-style-type: none"> • Plant survival • How plants get what they need to survive
YEAR 2	<p>Theme: From the Forest to the Sea (Forest)</p> <ul style="list-style-type: none"> • Substantive Knowledge: Changing Materials 	<p>Theme: Healthy You, Healthy Me (Hike)</p> <p>Substantive Knowledge: Pushes and Pulls</p> <ul style="list-style-type: none"> • How objects move • Forces change how objects move • Making forces bigger • Forces can change the shape of objects by squashing, bending, twisting and stretching 	<p>Theme: Our Ever-changing World (The Great Fire of London)</p> <p>Substantive Knowledge: Growing New Plants</p> <ul style="list-style-type: none"> • 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
	<p>Theme: From the Forest to the Sea (Sea)</p> <p>Substantive Knowledge: Changing Materials</p> <ul style="list-style-type: none"> • How materials can change (properties and suitability) 	<p>Theme: Healthy You, Healthy Me (Florence and Mary)</p> <p>Substantive Knowledge: Animals (including Humans)</p> <ul style="list-style-type: none"> • Animal timelines • How animals get their food • Importance of exercise, eating the right amounts of different types of food, and hygiene for humans 	<p>Geography: Our Ever-changing World (Green Places)</p> <p>Substantive Knowledge: Growing New Plants</p> <ul style="list-style-type: none"> • What happens after a plant has produced seeds?

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Key Stage 1 Coverage:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Animal Survival & Senses		Animal Habitats	Describing materials	Plants - Adaptations, Habitats & Survival	
2	Changing materials		Pushes & Pulls	Animal Life Cycles	Growing New Plants	

HIAS suggested coverage:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Describing materials 6 sessions	Animal survival 7 sessions		Habitats 7 sessions	Seasons 7 sessions	Plants 8 sessions
2	Animal life cycles 7 sessions		Changing materials 12 sessions (Can be split into three units)		Pushes and pulls 8 sessions	Making New Plants 8 sessions