Mulberry Science Curriculum Map 2026 – 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	**All about me** – learning about my body and growing/changing		**Baby animals** – Spring and growth/new beginnings		**Senses** – beginning to identify which parts of the body are linked to the senses	**All about me** – learning about my body and growing/changing
R	**Senses** **Seasons: Autumn/decay** • Children know and talk about the features of their own immediate environment and how environments might vary from one another. • Children know and talk about similarities and differences in relation to places. • Children explain why some things occur, and talk about changes in Autumn.	**Materials – magnets: comparing magnetic and non-magnetic materials** • Children know and talk about similarities and differences in relation to objects and materials • Children explain why some things occur, and talk about changes.	**Materials – melting/ice/solids/liquids** **Seasons: Winter** • Children know and talk about similarities and differences in relation to objects and materials • Children explain why some things occur, and talk about changes.	**Plants: growing and caring for plants/talking about living/non-living things** • Children make observations of plants • Children know and talk about similarities and differences in relation to living things. • Children explain why some things occur, and talk about changes.	**Animals: butterflies/mini-beasts and lifecycles (hatching caterpillars)** • Children make observations of animals • Children know and talk about similarities and differences in relation to living things. • Children explain why some things occur, and talk about changes.	**Senses** **Seasons: Summer/growth** • Children know and talk about the features of their own immediate environment and how environments might vary from one another. • Children know and talk about similarities and differences in relation to places • Children explain why some things occur, and talk about changes.
Y1	**Animals including humans** • I know the names of different fish, amphibians, reptiles, birds and mammals. (NC1.2.1) • I know the features of fish, amphibians, reptiles, birds and mammals. (NC1.2.3) • I know how to identify animals according to its features. (WS1.4) • I know how to classify animals according to its features. (WS1.4) • I know the difference between carnivores, herbivores and omnivores. (NC1.2.2) • I know the basic parts of the human body and where they are. (NC1.2.4) • **Investigation**: noticing patterns – *Do people with big hands have big feet?* (WS1.3/1.6) • I know the common senses and which body part each is associated with. (NC1.2.4)		**Everyday materials** • I know the names of different everyday materials. (NC1.3.2) • I know the difference between an object and a material. (NC1.3.1) • I know how to identify and classify objects and materials. (WS1.4) • I know simple physical properties of a variety of everyday materials. (NC1.3.3) • **Investigation**: comparative testing – *Which materials are the most absorbent?* (WS1.1/1.3/1.6) • I know how to compare and group together everyday materials based on their properties. (NC1.3.4)		**Plants** • I know the basic structures of different trees. (NC1.1.2) • I know how to identify and classify the structures of trees. (WS1.4) • **Investigation:** observing changes over time **–** *Which leaf changes the most over time?* (WS1.1/1.2/1.5) • I know the names of common trees. (NC1.1.1) • I know the basic structures of different plants. (NC1.1.2) • I know the names of common plants. (NC1.1.1) • I know how to identify and classify common plants and trees. (WS1.4) • I know the difference between deciduous and evergreen trees. (NC1.1.1)	
	Seasonal Changes • I know the features of Autumn. (NC1.4.1/1.4.2) • **Investigation**: observing changes over time – *How do the seasons change over time?* (WS1.2/1.5)	**Seasonal Changes** • I know the features of Winter. (NC1.4.1/1.4.2) • **Investigation**: observing changes over time – *How do the seasons change over time?* (WS1.2/1.5)		**Seasonal Changes** • I know the features of Spring. (NC1.4.1/1.4.2) • **Investigation**: observing changes over time – *How do the seasons change over time?* (WS1.2/1.5)		**Seasonal Changes** • I know the features of Summer (NC1.4.1/1.4.2) • **Investigation**: observing changes over time – *How do the seasons change over time?* (WS1.2/1.5) • I know how to compare the features of Autumn, Winter, Spring and Summer.

Y2	**Living things and their habitats** • I know how to compare things that are living, dead, or have never been alive. (NC2.1.1) • I know how to identify and name a variety of plants and animals in their habitats. (NC2.1.3) • I know what a micro-habitat is. (NC2.1.3) • I know that most living things live in habitats to which they are suited. (NC2.1.2) • I know how animals and plants depend on each other and that different habitats provide for their basic needs. (NC2.1.2) • **Investigation**: noticing patterns – *What animals and plants live in our local habitat?* (WS1.2/1.5/1.4) • I know how to use a simple food chain to describe how animals obtain their food from plants and other animals. (NC2.1.4)		**Use of everyday materials** • I know the suitability of different materials for particular uses. (NC2.4.1) • I know some materials are suitable for more than one purpose. (NC2.4.1) • I know how to compare the suitability of materials for particular uses. (NC2.4.1) • I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (NC2.4.2). • **Investigation**: grouping & classifying – *Which materials can change shape?* (WS1.3/1.6/1.4)		**Plants** • I know how different seeds and bulbs grow into mature plants. (NC2.2.1) • I know what plants need to germinate, grow and stay healthy. (NC2.2.2) **Investigation**: comparative testing – *Do cress seeds grow quicker inside or outside?* (WS1.1/1.3/1.6)	**Animals including humans** • I know that animals, including humans, have offspring which grow into adults. (NC2.3.1) • **Investigation**: observing changes over time – *How does a caterpillar grow into a butterfly?* (WS1.1/1.2/1.5) • I know what animals including humans need to survive. (NC2.3.2) • I know what humans need to do to stay healthy. (NC2.3.3)
Y3	**Plants** • I know the names and functions of the basic parts of flowering plants. (NC3.1.1) • I know what plants need for life and growth and that this varies from plant to plant. (NC3.1.2) • I know how water is transported within plants. (NC3.1.3) -I know why plants need flowers -I know how plants make more plants • I know the stages of a plant life cycle. (NC3.1.4) • **Investigation**: observing changes over time – *How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9)	**Rocks** • I know some of the properties of rocks. (NC3.3.1) • **Investigation**: grouping and classifying – *Which rock is the hardest?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) • I know how volcanoes make igneous rock. (NC3.3.2) • I know where we can find fossils. (NC3.3.3) -I know rocks can be changed -I know how to find out if rocks can be recycled -I know why soil is important	**Light** • I know about light as a source and as a reflector. (NC3.4.1) • I know about transparent, translucent and opaque. (NC3.4.2) • I know how shadows are formed by opaque objects. (NC3.4.4) • **Investigation**: fair testing – *How does the distance between an object and a screen affect the size of the shadow?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) -I know about how mirrors work -I know what a shadow is • I know that light from the sun can be dangerous and that there are ways to protect the eyes. (NC3.4.3) -I know how telescopes work	**Animals including humans** • I know animals including humans cannot make their own food and that they get nutrition from what they eat. (NC3.2.1) • I know that animals including humans need the right types and amount of nutrition to grow and survive. (NC3.2.1) • I know humans and some other animals have skeletons and muscles for movement, protection and support. (NC3.2.2) • **Investigation**: noticing patterns – *Do people with longer femurs run faster?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9)	**Forces and magnets** • I know what a contact force is and how objects move on different surfaces. (NC3.5.1/3.5.2) • **Investigation**: comparative testing – *Which material is best at stopping a moving object?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) • I know that magnetic force acts at a distance and that magnets have two poles. (NC3.5.2/3.5.5) • I know that magnets attract or repel each other based on their poles. (NC3.5.3/3.5.6) • I know how to compare and group materials to identify if they are magnetic. (NC3.5.3/3.5.4)	**Bee Project** -I know the parts of a bee -I know how to identify different types of bee and what is inside a hive -I know the products bees make and how they do this -I know how bees communicate with each other -I know how bees and other animals make honey -I know why bees are important
Y4	**States of matter** • I know how to compare and group materials together according to whether they are solids, liquids or gases (NC4.3.1). • I know that some materials change state when they are heated or cooled and at what approximate temperature this happens (NC4.3.2). • **Investigation**: fair testing – *How does the temperature of water affect how long it takes for an ice*	**Animals including humans** -I know how to group animals by what they eat • I know the basic parts and functions of the human digestive system. (NC4.2.1) • I know the types and function of teeth in humans. (NC4.2.2) • **Investigation**: observing changes over time – *What happens to eggshell left in different liquids over time?*	**Sound** • I know what causes sounds (NC4.4.1) and how sounds travel. (NC4.4.2) • I know why the volume of a sound changes (NC4.4.4) and what happens to volume over distances. (NC4.4.5) • I know why the pitch of a sound changes. (NC4.4.3) • **Investigation type**: noticing patterns – *How does the length of a string affect the pitch of the*	**Living things and their habitats** • I know how living things can be grouped. (NC4.1.1) • I know how to use classification keys to classify a variety of living things. (NC4.1.2) -I know the about vertebrates and invertebrates • **Investigation**: grouping and classifying – *How can living things in a local environment be grouped and classified?*	**Electricity** -I know what electricity is and how it is produced • I know how to construct a simple series circuit and identify its basic parts. (NC4.5.2) • I know whether a lamp will light in a circuit depending on whether it is in a complete loop. (NC4.5.3) • I know that a switch opens and closes a circuit and how this affects components. (NC4.5.4)	**The history of science** -I know how humans used science in prehistoric times -I know how ancient Egyptians used science -I know about how the ancient Greeks used science -I know how the ancient Romans used science -I know what science was like in the Middle Ages -I know about some modern scientists

	cube to melt? (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) • I know the role of evaporation and condensation in the water cycle and the relationship between the rate of evaporation and temperature (NC4.3.3).	(WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) • I know how to interpret and construct different food chains. (NC4.2.3)	*sound?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9)	(WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) • I know that environments can change and that this can pose dangers to living things. (NC4.1.3)	• I know some common electrical appliances and some common conductors and insulators of electricity. (NC4.5.1/4.5.5) • **Investigation**: comparative testing - *Which material will make a lamp shine brightest?* (WS2.1/2.2/2.3/2.4/2.5/2.6/2.7/2.8/2.9) -I know how electricity has changed the world	
Y5	**Animals including humans** • I know the changes human experience as they develop to old age. (NC5.2.1) • **Investigation**: noticing patterns – *Do older children have longer forearms?* (WS3.1/3.2/3.3/3.5/3.6/3.4)	**Properties and changes of materials** • I know how to compare and group together materials on the basis of different properties. (NC5.3.1) • I know that some materials will dissolve in liquid and how to recover a substance from a solution. (NC5.3.2) • **Investigation**: fair testing – *How does the temperature of water affect how long it takes for a sugar cube to dissolve?* (WS3.1/3.2/3.3/3.5/3.6/3.4) • I know how mixtures might be separated, including through filtering, sieving and evaporating. (NC5.3.3) • I know the particular uses of materials including metals, wood and plastic based on evidence from comparative and fair tests. (NC5.3.4) • I know that dissolving, mixing and changes of state are reversible changes. (NC5.3.5) • I know that irreversible changes usually result in the formation of new materials. (NC5.3.6)	**Forces** • I know gravity causes unsupported objects to fall to the Earth. (NC5.5.1) • I know how friction affects moving objects. (NC5.5.2) • I know how air resistance affects moving objects. (NC5.5.2) • **Investigation**: comparative testing – *Which shape parachute takes the longest to fall?* (WS3.1/3.2/3.3/3.5/3.6/3.4) • I know how water resistance affects moving objects. (NC5.5.2) • I know that some mechanisms allow a smaller force to have a greater effect (NC5.5.3)	**Living things and their habitats** • I know the life process of reproduction in plants. (NC5.1.2) • **Investigation**: grouping and classifying – *Which plants reproduce asexually?* (WS3.1/3.2/3.3/3.5/3.6/3.4) • I know the life process of reproduction in animals. (NC5.1.2) • I know the life cycle of a bird and a mammal. (NC5.1.1) • I know the life cycle of an amphibian and an insect. (NC5.1.1)	**Earth and Space** • I know how the Moon revolves around the Earth. (NC5.4.2) • **Investigation**: observing changes over time – *How does the moon change over a period of time?* (WS3.1/3.2/3.3/3.5/3.6/3.4) • I know the shape of the Sun, Earth and Moon (NC5.4.3) and how planets revolve around the Sun. (NC5.4.1) • I know what causes day and night and why the sun seems to move across the sky. (NC5.4.4)	
Y6	**Animals including humans** • I know the main parts of the circulatory system and how it works. (NC6.2.1) • I know how to use secondary sources to research the functions of the heart, blood and blood vessels. (NC6.2.2)	**Living things and their habitats** • I know what classification is and why we classify living things. (NC6.1.2) • I know how microorganisms are classified according to common observable characteristics. (NC6.1.1)	**Evolution and Inheritance** • I know that animals and plants are adapted to suit their environment in different ways. (NC6.3.3) • I know that living things produce offspring of the same kind which normally vary to their parents. (NC6.3.2) • I know that living things have changed over time and that adaptation may lead to evolution. (NC6.3.3) • **Investigation**: comparative testing - *Which tool is best for picking up raisins?* (WS3.1/3.2/3.3/3.5/3.6/3.4)		**Electricity** • I know how to use recognised symbols to represent a simple circuit in a diagram. (NC6.5.3) • I know how components in a circuit are affected by the number and voltage in a circuit. (NC6.5.1)	**Light** • I know that light travels in straight lines. (NC6.4.1) • I know that we see objects because light travels in straight lines. (NC6.4.2/6.4.3) • I know that shadows have the same shape as the objects that

	• I know how nutrients and water are transported within animals including humans.(NC6.2.3) • I know the impact of diet, exercise, drugs and lifestyle on the way our bodies function. (NC6.2.2) • **Investigation**: fair testing – *How does the length of time we exercise for affect our heart rate?* (WS3.1/3.2/3.3/3.5/3.6/3.4)	• **Investigation**: observing changes overtime – *Does mould grow faster on wet bread or dry bread?* (WS3.1/3.2/3.3/3.5/3.6/3.4) • I know how plants are classified according to common observable characteristics. (NC6.1.1) • I know how animals are classified according to common observable characteristics. (NC6.1.1)	• I know that fossils provide information about living things that inhabited the Earth millions of years ago. (NC6.3.1)		• I know why components vary in how they function in a circuit. (NC6.5.2) • **Investigation**: grouping & classifying - *Which fruit or vegetable makes the best cell?* (WS3.1/3.2/3.3/3.5/3.6/3.4)	cast them because light travels in straight lines. (NC6.4.4) • **Investigation**: noticing patterns – *How does the angle of light hitting an object affect its shadow?* (WS3.1/3.2/3.3/3.5/3.6/3.4)
P4A KS1	**Animals including humans**	**Use of everyday materials**	**Plants (food)**	**Grouping and classifying materials**	**Living things and their habitats**	**Seasonal changes**
P4A KS2	**Animals including humans**	**Grouping and classifying materials**	**Forces and magnets**	**Properties and changes in materials**	**Living things and their habitats**	**Earth and Space**