Sequencing Topics and Curriculum Mapping Advice

This advice links to 2 documents;

1. Basic Curriculum map to adapt
2. Example Adapted Curriculum Map

Schools are free to decide how to sequence units across a year and within an age phase taking into account the following points:

1. Some statements may need to be revisited throughout the year, for example: seasonal change, plants, habitats, life cycles.
2. Some units might benefit from being split to create 2 units and thus provide more time to embed the concepts (e.g. Y3 'Animals Including Humans' split into Health & Nutrition and Skeletons & Movement)
3. Some units might benefit from more time and should be taught across more than one half term? (e.g. Y4 States of Matter or Y5 Properties and Change of materials)
4. Some units work better towards the end of the year as they involve more complex/abstract concepts.
5. Some units are better taught after the children have had some previous learning e.g. Yr2 food chains statement after the children have learned about human nutrition and after they have done some learning about animal survival in habitats.

In the suggested basic curriculum map, the 'Plants' and 'Living Things and Their Habitats' units have been placed in the first half term – this is only to act as a reminder to schools to plan for these across the year. The main teaching of these is more likely to be planned for the summer term.

An example, adapted curriculum map is also available on the science website to show the planned opportunities for throughout the year in more detail.

Guidance about how to sequence the units across a year group or how to sequence units within a 2-year rolling program for mixed age classes can be found at;

<https://www.primary-science.co.uk/product-page/sequencing-science-topics>

<https://www.primary-science.co.uk/product-page/sequencing-science-topics-curriculum-map-example>

<https://www.primary-science.co.uk/product-page/sequencing-science-topics-curriculum-map-example-2-year-group-mixed-classes>