Revision and Development of Key Stage 4 Curriculum Map Science ELC

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 1	**Knowledge acquired**					
	Component: The Human body • Identify major body systems and the roles of key organs. • Describe basic functions of the skeleton, muscles, heart, lungs and digestive system. • Recognise how lifestyle choices such as diet, exercise, sleep and hygiene can affect health. • Use simple scientific vocabulary to describe body structures and functions. • Component focus should be checked against the current ELC specification and teaching resources.		Component: Elements, Mixtures and Compounds Recognise elements, mixtures and compounds and describe how they differ. • Use the particle model to support understanding of substances and mixtures. • Identify common materials/substances and describe simple properties. • Explore ways mixtures may be separated, where included in the taught scheme. • Use symbols/formulae only at the level required by the current ELC specification		Component: Energy, Forces and the Structure of Matter Recognise common forms and transfers of energy in everyday situations. • Describe forces as pushes or pulls and identify their effects on movement or shape. • Explore simple ideas about solids, liquids and gases and how particles behave. • Use simple measurements and observations to compare results. • Confirm exact content and depth against the current ELC component specification.	
	Skills acquired					
	• Scientific and practical: follow a method in sequence; identify hazards and follow safety instructions; select and use suitable equipment; make observations and measurements; record results; identify patterns and draw a simple conclusion. • Working scientifically: ask questions, make predictions, identify variables where appropriate, use evidence to explain ideas and evaluate whether results support a prediction. • Digital literacy: use accessible digital resources to research a science question; enter and organise results in a simple table or spreadsheet; use a digital document or presentation to communicate findings; practise safe, responsible use of devices and reliable sources. • Oracy: explain ideas using key scientific vocabulary; describe observations in a clear sequence; make a prediction and give a reason; ask relevant questions, listen to others and discuss evidence using sentence starters where helpful					
	Key Assessments taking place					
	Short retrieval quizzes and verbal questioning at the start/end of lessons; use accessible formats and allow processing time. • Homework tasks and exam-style questions for each component, with reasonable scaffolding and accessibility adjustments. • A component exam paper and a TDA (teacher-devised assignment) for each component, as stated in the existing map. Check the current assessment requirements and record completion.					

	• Practical evidence: observation checklist, labelled/tactile model where appropriate, results table, short spoken explanation or written conclusion. • Digital literacy/oracy evidence: pupil-created accessible slide/document or recorded verbal explanation; assess accuracy of science vocabulary, clarity and safe/reliable use of information.
	Suggestions to parents/Carers to support homework
	• Keep it short and manageable (around 10–15 minutes); practise a few key words and ask the pupil to explain them in their own words • Use everyday examples and real objects at home; talk through what the object is made from, what it does, or how it relates to the topic. • Use teacher-provided revision prompts or exam questions. Encourage the pupil to try first, then discuss the answer together rather than completing it for them. • Support a brief spoken recap, voice note or accessible digital presentation if this is an agreed alternative to extended writing. Follow the school's instructions and avoid unsafe experiments

Year 2	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
	Knowledge acquired					
	Component: Inheritance, Evolution, and the Environment Recognise that living things inherit characteristics from their parents. • Describe variation between organisms and identify inherited and environmental influences at an introductory level. • Understand that organisms are adapted to their environments and that environments affect survival. • Recognise simple food chains, habitats and relationships between organisms and the environment. • Check precise topic coverage against the current ELC specification.		Component: Chemistry in our World Recognise that chemistry is used in everyday products, materials and processes. • Describe simple properties and uses of common substances and materials. • Explore how substances may change and consider examples relevant to everyday life. • Recognise that chemicals should be used, stored and disposed of safely. • Use the taught scheme/specification to determine the exact required chemical concepts.		Component: Electricity, Magnetism and Waves Identify components in simple electrical circuits and recognise conductors/insulators. • Describe basic effects of magnets and identify magnetic/non-magnetic materials. • Recognise common wave examples, including sound and light, at the level taught. • Carry out simple practical tests, record observations and explain results using key vocabulary. • Confirm the exact content and assessment expectations against the current ELC specification.	
	Skills acquired					
	Scientific and practical: follow a method in sequence; identify hazards and follow safety instructions; select and use suitable equipment; make observations and measurements; record results; identify patterns and draw a simple					

	conclusion. • Working scientifically: ask questions, make predictions, identify variables where appropriate, use evidence to explain ideas and evaluate whether results support a prediction. • Digital literacy: use accessible digital resources to research a science question; enter and organise results in a simple table or spreadsheet; use a digital document or presentation to communicate findings; practise safe, responsible use of devices and reliable sources. • Oracy: explain ideas using key scientific vocabulary; describe observations in a clear sequence; make a prediction and give a reason; ask relevant questions, listen to others and discuss evidence using sentence starters where helpful.
	Key Assessments taking place
	• Short retrieval quizzes and verbal questioning at the start/end of lessons; use accessible formats and allow processing time. • Homework tasks and exam-style questions for each component, with reasonable scaffolding and accessibility adjustments. • A component exam paper and a TDA (teacher-devised assignment) for each component, as stated in the existing map. Check the current assessment requirements and record completion. • Practical evidence: observation checklist, labelled/tactile model where appropriate, results table, short spoken explanation or written conclusion. • Digital literacy/oracy evidence: pupil-created accessible slide/document or recorded verbal explanation; assess accuracy of science vocabulary, clarity and safe/reliable use of information
	Suggestions to parents/Carers to support homework
	• Keep it short and manageable (around 10–15 minutes); practise a few key words and ask the pupil to explain them in their own words • Use everyday examples and real objects at home; talk through what the object is made from, what it does, or how it relates to the topic. • Use teacher-provided revision prompts or exam questions. Encourage the pupil to try first, then discuss the answer together rather than completing it for them. • Support a brief spoken recap, voice note or accessible digital presentation if this is an agreed alternative to extended writing. Follow the school's instructions and avoid unsafe experiments