

2017-18 Science Curriculum Summary for Assessment

Year Group	Working Scientifically	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ongoing						
Y1 ongoing	<ul style="list-style-type: none"> practical scientific methods, processes and skills simple questions observe and use equipment simple tests identify and classify suggest answers gather and record data 	<u>Seasonal Changes</u> -observe changes across the seasons -describe weather and day length (Look in summer terms at patterns identified across the year.)					
Y1		<u>Animals including Humans</u> -identify and name animal groups -carnivores, herbivores and omnivores -structure of animals -identify, name, draw and label humans - senses	<u>Everyday Materials</u> -object and material -name materials -physical properties -compare and group materials		<u>Plants</u> -identify and name plants inc deciduous and evergreen -identify and describe structure and variety of flowering plants inc trees		
Y2		<u>Living Things and Habitats</u> -living, dead and never lived -habitats, diff habitats provide basic needs for diff animals and plants and they are dependant -identify plants and animals inc micro-habitats -food, food chains and food sources	<u>Everyday Materials</u> -suitability of materials -how solid objects can be changed by squashing, bending, twisting and stretching	<u>Plants</u> -observe and describe seeds and bulbs – mature plants -find out what plants need to grow		<u>Animals including Humans</u> -offspring – adults -basic needs -exercise, healthy eating and hygiene	
		In both year 1 and 2 – living things and plants topics to be repeated and looked at throughout the year- longitudinal study (farm / edible playground?) in greater depth, without dipping into ks2 curriculum (look at the working scientifically – this is how you can extend) NB : local environment should be used whenever possible					

Detailed objectives are in the curriculum documents for further notes on what should be covered. [Shared > Subjects > CCC & Science > Science Curriculum](#)

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Y3	<ul style="list-style-type: none"> ask relevant questions use scientific enquiries practical enquiries, comparative and fair tests systematic observations, measurements, equipment – data loggers and thermometers 	<u>Animals including Humans</u> -animals need nutrition, cannot make food, get nutrition from eating -skeletons and muscles – support, protection and movement	<u>Forces and Magnets</u> -how things move -some forces need contact but magnetic forces don't -magnets attract/ repel each other and attract some materials -magnetic materials -magnetic poles -predict attract or repel	<u>Plants</u> -identify and describe functions of parts of flowering plants -requirements of different plants -investigate water transportation -explore life cycle inc pollination and seed dispersal		<u>Rocks</u> -compare and group rocks -fossils -soils are made from rocks and organic matter (Link to geography work – explore rocks and soils in environment)	<u>Light</u> -we need light to see, darkness -light is reflected -sunlight is dangerous -shadows form where light is blocked -size of shadows/patterns
Y4	<ul style="list-style-type: none"> gather, record, classify and present data to ans questions use scientific language, drawings, keys, charts, tables report on findings draw conclusions, predict, suggest improvements and raise questions sims, diffs and changes using evidence 	<u>Animals including Humans</u> -functions of the digestive system -food chains, producers, predators and prey -types and functions of teeth	<u>States of Matter</u> -solid, liquid or gas compare and group -change of state when heated or cooled-temperature	<u>Electricity</u> -appliances that run on electricity -simple circuits and part names -whether a lamp will light based on circuit -switches -conductors and insulators	<u>Sound</u> -how sounds are made -vibrations travel through a medium to the ear -pattern between pitch and the object producing the sound -patterns between volume and strength of vibrations -sounds get fainter as distance increases	<u>Living Things and Habitats</u> -living things can be grouped -classification -environmental changes and its dangers to living things	<u>States of Matter</u> -the water cycle, evaporation and condensation
		(Non-statutory in brackets) NB -local environment should be used whenever possible -Ongoing – changes over time/seasons					

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Year Group	Working Scientifically Ongoing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<ul style="list-style-type: none"> diff scientific enquiries ans questions recognise and control variables measurements, accuracy and precision, repeat readings record data and results, use diagrams, labels, keys, tables, scatter graphs, bar and line use test results to predict, set up comparative and fair tests 						
		<u>Properties and changes of materials</u> ~ properties inc hardness, solubility, transparency, conductivity, magnets ~ dissolve – solution and recover ~ solids, liquids and gas mixtures – separation, filtering, sieving and evaporation ~ fair test of materials ~ reversible changes ~ non-reversible changes-burning		<u>Forces</u> ~ objects fall towards the Earth because of gravity ~ air resistance, water resistance and friction ~ mechanisms allow smaller forces to have a greater effect e.g. levers, pulleys and gears	<u>Earth and Space</u> ~ movement of Earth and planets, Sun and solar system ~ movement of the moon ~ Sun, Earth and Moon are spherical ~ Earth’s rotation – day and night and apparent movement of the sun	<u>Living Things and Habitats</u> ~ different life cycles ~ reproduction in some plants and animals	<u>Animals including Humans</u> ~ changes to old age (growth, development and puberty)
Y6	<ul style="list-style-type: none"> report and present findings conclude and explain scientific evidence, ideas and arguments 	<u>Animals including Humans</u> -name main parts of circulatory system -diet, exercise and drugs -nutrients and water	<u>Evolution and Inheritance</u> -living things have changed over time -living things produce offspring -animals and plants adapt to their environment and may lead to evolution	<u>Light</u> -light appears to travel in straight lines -light reflects into our eyes off objects -light travels from a source to our eyes -light travels in straight lines to form a shadow in the shape of the object	<u>Electricity</u> -brightness and volume linked to voltage -compare and reason how components function – switches -symbols in a circuit diagram	<u>Living Things and Habitats</u> -how living things are classified, inc micro-organisms -give reasons based on characteristics	<u>Revision</u>

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