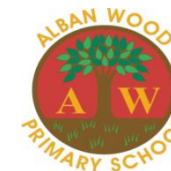


Alban Wood KS2 Science Curriculum Overview 2015 - 2016



Year 3	<u>Animals including humans</u> (nutrition in animals and humans, carni/herbi/omni, skeletons, muscles and movement)	<u>Forces & Magnets</u> (movement on different surfaces- friction, contact forces and magnetic force, attraction and repulsion, compare and group for magnetism, poles, predictions)	<u>Rocks</u> (compare and group, properties, fossils, soils)	<u>Thinking and Testing</u> (using questions to explore scientific concepts already covered in Y1-3, data handling and application of Maths skills, development of planning skills)	<u>Plants *</u> (functions of parts of plants, growth requirements, water transportation, flowers, pollination and seeds, dispersal)	<u>Light</u> (light for sight, reflection, danger of sun, shadows, change in shadows)
	Observing, classifying, surveys	Fair test, Observing and measuring over time, Classifying	Observing, Classifying, fair test	Fair test, measuring, observing	Classifying, fair test, Observing and measuring over time	Observing and measuring over time, classifying
Suggested time coverage	½ a term	½ a term	½ a term	½ a term	½ a term	½ a term
Year 4	<u>Animals including humans</u> (human digestive system, teeth and their functions, food chains)	<u>Electricity</u> (identify electrical things, name and build circuits, identify working circuits, switches, insulators and conductors)	<u>States of Matter</u> (group and compare, solids, liquids & gases, same substance in different forms, uses of different states)	<u>Changes of Matter</u> (temperature changes, insulators & conductors, evaporation, condensation, water cycle, investigation and planning skills)	<u>Sound</u> (how it's made, vibrations, ears, pitch and objects, volume, distance)	<u>Living things & their habitats</u> (classification, keys, varied groupings, vertebrates & invertebrates, local and wider environment, environmental change)
	Observing, classifying	Classifying, fair testing	Fair testing, classifying, surveying, observing	Fair testing, classifying, observing	Observing, classifying, surveying, measuring	Classifying, surveying
Suggested time coverage	½ a term	½ a term	½ a term	½ a term	½ a term	½ a term
Year 5	<u>Living things & their habitats</u> (life cycles in animals, humans, birds, insects & amphibians, reproduction in plants and animals)	<u>Earth & Space</u> (movement of the Earth, planets, Solar system, sun, moon, spherical bodies, day & night)	<u>Properties of materials</u> (group and compare materials, properties, uses of materials and properties, solids, liquids, gases)	<u>Changes of materials</u> (dissolving, solutions, separating, evaporation, condensation, reversible & irreversible change, investigation and planning skills)	<u>Forces</u> (gravity, air/water resistance, friction, mechanisms, levers, pulleys & gears)	<u>Animals including humans</u> (aging process in humans, puberty)
	Classifying, observing, surveying	Observing, classifying	Fair testing, classifying, observing, measuring	Fair testing, classifying, observing, measuring	Fair testing, observing, measuring	Observing
Suggested time coverage	½ a term	½ a term	½ a term	½ a term	½ a term	½ a term
Year 6	<u>Living things & their habitats</u> (classification according observable features, micro-organisms, plants & animals, reasoning around classification)	<u>Evolution & Inheritance</u> (fossils, changes to organisms over time, variation in offspring, adaptations, evolution)	<u>Light</u> (travels in straight lines, object give out light, reflection, the eye, sight, light sources, shadows and shapes)	<u>Electricity</u> (circuits, voltage, variation in function of components, symbols)	<u>Animals including humans</u> (human circulatory system, functions of heart, blood, impact of diet, exercise, drugs on body, transport of nutrients, SRE)	
	Classifying, observing, surveying	Classifying, observing	Measuring, observing, fair testing	Measuring, observing, fair testing	Observing, classifying, fair testing	
Suggested time coverage	½ a term	½ a term	½ a term	½ a term	½ - 1 term (taking account of SATs Prep and Y6 production)	

**Plant based units are best tackled during Summer terms (or Spring 2/Autumn 1 if necessary) as plants can be grown at home over the Easter holidays if necessary and there will be plenty of plants to observe around the school - avoid coverage during Oct-Feb as learning about seasonal growth is also a key point. Please liaise with Kirsty for use of the garden, where appropriate. **Please ensure ICT is used to record data (microscopes to IAWB, data loggers, iPads etc) and present data (graphs on Excel, branching databases on appropriate software etc.*