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| **Stukeley Federation Science LKS2**  Throughout the year the children will cover a variety of aspects of the science curriculum to ensure all children:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | |
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| **Autumn 1** | **Living things and their habitats**  Pupils should be taught to:   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. |
| **Autumn 2** | **Animals including humans** (Nutrition, skeleton, muscles  Pupils should be taught to:   * identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * identify that humans and some other animals have skeletons and muscles for support, protection and movement. * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey. |
| **Spring 1** | **Forces and Magnets (Y3)**  Pupils should be taught to:   * compare how things move on different surfaces * notice that some forces need contact between two objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing. |

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| **Spring 2** | **States of Matter**  Pupils should be taught to:   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and * condensation in the water cycle and associate the rate of evaporation with temperature. |
| **Summer 1** | **Plants**  Pupils should be taught to:   * identify and describe the functions * explore the requirements of plants for life * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| **Summer 2** | **Scientists and Inventors** |

**Investigations – on-going throughout all units**

*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary*

*taking measurements, using a range of simple scientific equipment,*

*recording data and results using scientific diagrams and labels, classification keys, tables and, bar graphs*

*using test results to make own predictions and conclusions,*