

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.

Autumn 1	Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• compare how things move on different surfaces

	<ul style="list-style-type: none"> • 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.
Spring 2	States of Matter <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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,*