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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** | **Rocks (Y3)**  Pupils should be taught to:   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter. |
| **Autumn 2** | **Light**  Pupils should be taught to:   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object   find patterns in the way that the size of shadows change. |
| **Spring 1** | **Sound (Y4)**  Pupils should be taught to:   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases. |
| **Spring 2** |  |
| **Summer 1** | **Electricity**   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * recognise some common conductors and insulators, and associate metals with being good conductors. |
| **Summer 2** | **Scientists and inventors** |