



Subject: Science	Year:2016-2017	Subject leader:
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Year Group	Autumn	Spring	Summer
1	<p>Identify, draw and label the basic parts of the human body.</p> <p>Humans including animals</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Everyday materials</p>	<p>Observe changes across the four seasons.</p> <p>Seasonal Changes</p> <p>Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.</p> <p>Plants</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Animals including humans</p> <p>Introduce the idea of working scientifically and create confident and inquisitive young scientists. Children should ask questions and use practical investigations to answer them.</p> <p>Working like a scientist</p>
2	<p>Discovering out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Everyday materials and their uses</p> <p>Compare how different things move.</p> <p>Movement</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Animals including humans</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Plants</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Habitats</p>
3	<p>Building on from the 'Working like a scientist unit' at the end of Year 1; the purpose of the unit is to develop pupils skills in working scientifically and create more careful, accurate and thoughtful scientists.</p> <p>Investigating skills 1</p> <p>Recognize that soils are made from rocks and organic matter.</p> <p>Rocks</p>	<p>Find patterns in the way that the size of shadows change.</p> <p>Light</p> <p>Investigate the way in which water is transported within plants.</p> <p>Plants</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition.</p> <p>Animals including humans</p> <p>observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Force</p>
4	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>States of matter</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Living things and their habitats</p> <p>Describe the simple functions of the basic parts of the digestive</p>	<p>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.</p> <p>Electricity</p> <p>Compare scientists from then</p>

	<p>Sound</p>	<p>system in humans.</p> <p>Animals including humans</p>	<p>and now; looking specifically at Hawking and Darwin</p> <p>Scientists that change the world</p>
5	<p>Building on from the 'Investigative skills 1' at the start of Year 3; the purpose of the unit is to further develop pupil's skills in working scientifically and create more independent, analytical scientists who plan their own lines of enquiry.</p> <p>Investigating skills 2</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Earth and Space</p>	<p>Explain movement using the idea of push and pull.</p> <p>Forces</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Properties and change to materials</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Living things and their habitats</p> <p>Describe the changes as humans develop to old age.</p> <p>Animals including animals</p>
6	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Animals including animals</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Chemical reactions</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Electricity</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Evolution and inheritance</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Living things and their habitats</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Light</p>