

The Curriculum Intent for Science at Atherley North Primary School is to develop children's scientific knowledge and conceptual understanding in the theory, processes and method of science, for now and the future. This will be done through a variety of practical experiences to engage children to promote the enjoyment and fuel their own curiosity of scientific processes. We will encourage children to plan, investigate and to question experiments from their own interests stemming from the National Curriculum Objectives							
Science Long Term Coverage							
National Curriculum Objectives	KS1		KS2				
	Working Scientifically Living things and their habitats Animals Including Humans Everyday Materials/ Uses of everyday materials Plants Seasonal Changes		Working Scientifically Living things and their habitats Animals Including Humans/ Evolution and Inheritance What things are made of: States of Matter/ Properties and changes of materials/ Light The World Around Us: Rocks/ Earth and Space/ Sound Forces and Magnets & Electricity				
Theme	Y1	Y2	Y3	Y4	Y5	Y6	
Objective	*asking simple questions and recognizing that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions			* asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, using accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings or using simple scientific language, drawing, labelled diagrams, bars, bar charts, and tables * reporting findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and communicate * identifying similarities and differences * using straightforward scientific language		* planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of necessary enquiry using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and bar graphs, using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, oral and written forms such as displays and oral presentations * identifying scientific evidence that has been used to support or refute beliefs or arguments	
Vocabulary	question first results know because pattern sort measure identify predict test sense change classify observe						
Theme	Autumn Term 1- Living things and their habitats						
Objective	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	<p>Living things and their habitats</p> <p>*Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>*Describe how animals obtain food from plants and other animals using the idea of a simple food chain and identify some different sources of food</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p> <p>*Identify and name the variety of plants and animals in their habitats including microorganisms</p>	
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Theme	Autumn Term 2- Animals, including humans						
Objective	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	<p>Animals, including humans</p> <p>*Identify and name a variety of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, using the right amounts of different types of food and hygiene.</p>	
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Theme	Spring Term 1- What are things made of and Rocks						
Objective	<p>Uses of everyday materials</p> <p>*Identify and name a variety of everyday materials, including wood, plastic, glass, metal, paper and cardboard</p> <p>*Describe the simple physical properties of a variety of everyday materials</p> <p>*Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Rocks</p> <p>*Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>*Recognise that soils are made from rocks and organic matter</p>	<p>States of matter</p> <p>*Compare and group together different states of matter on the basis of their appearance and simple physical properties</p> <p>*Recognise that solids are made from rocks and organic matter</p>	<p>States of matter</p> <p>*Compare and group together different states of matter on the basis of their appearance and simple physical properties</p> <p>*Recognise that solids are made from rocks and organic matter</p>	<p>States of matter</p> <p>*Compare and group together different states of matter on the basis of their appearance and simple physical properties</p> <p>*Recognise that solids are made from rocks and organic matter</p>	<p>States of matter</p> <p>*Compare and group together different states of matter on the basis of their appearance and simple physical properties</p> <p>*Recognise that solids are made from rocks and organic matter</p>	
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Progression	Materials Y1	Materials Y2	Rocks Y3	States of Matter Y4	Materials Y5		
Vocabulary	material glass waterproof touch hard wood metal transparent rough soft plastic rocks water smooth stretchy	material hard use glass change object test plastic rock shape squash stretch metal paper used	appearance, physical properties, hardness, shynkly, rough/smooth, absorbent/absorbent, fossils, sedimentary, rock, organic, matter, building, gneiss, granites, crystals	material gas condensation heat change solid water temperature cold Celsius (C) liquid states of matter evaporation measure shape	properties solution evaporate burn evidence materials filter reversible acid separate dissolve sieve substance changes of state mixture		
Theme	Spring Term 2- The world around us						
Objective	<p>Seasonal Changes</p> <p>*Observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.</p>	<p>Light and Dark</p> <p>*Identify and describe how light travels in a straight line * describe how light is reflected from surfaces * recognise that light from the sun can be used to generate heat and energy</p>	<p>Sound</p> <p>*Identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * identify 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 quieter as the distance from the sound source increases.</p>	<p>Earth and Space</p> <p>*Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Earth and Space</p> <p>*Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Earth and Space</p> <p>*Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	
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Theme	Summer Term 1- Plants and Evolution and Inheritance						
Objective	<p>Plants</p> <p>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>*Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Plants</p> <p>*Observe and describe how seeds from different plants grow into mature plants.</p> <p>*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Plants</p> <p>*Identify and describe the functions of different parts of flowering plants: roots, stem/bark, leaves and flowers.</p> <p>*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plants to plants.</p> <p>*Investigate the way in which water is transported within plants.</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Plants</p> <p>*Identify and describe the functions of different parts of flowering plants: roots, stem/bark, leaves and flowers.</p> <p>*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plants to plants.</p> <p>*Investigate the way in which water is transported within plants.</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Plants</p> <p>*Identify and describe the functions of different parts of flowering plants: roots, stem/bark, leaves and flowers.</p> <p>*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plants to plants.</p> <p>*Investigate the way in which water is transported within plants.</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Plants</p> <p>*Identify and describe the functions of different parts of flowering plants: roots, stem/bark, leaves and flowers.</p> <p>*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plants to plants.</p> <p>*Investigate the way in which water is transported within plants.</p> <p>*Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
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Theme	Summer Term 2- Forces and Magnets & Electricity						
Objective	<p>Forces and Magnets</p> <p>*Compare how things move on different surfaces * notice that some forces push and some pull * describe how forces can be used to attract and 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 magnetic materials * describe magnets as having two poles * predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Forces</p> <p>*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</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p>	<p>Forces</p> <p>*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</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p>	<p>Forces</p> <p>*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</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p>	<p>Forces</p> <p>*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</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p>	<p>Forces</p> <p>*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</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p> <p>*Identify the effects of magnets on iron and steel objects, including pins, paper clips, and other ferrous materials</p>	
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