

St Luke's C of E Primary School

Science scheme of work

“Opening hearts, eyes and minds”

What we want our children to gain from science:

- a developing knowledge and understanding of science, through hands on experiences
- a natural curiosity about the world around them
- a freedom to be creative in their learning
- an understanding that science links can be made to many areas of the curriculum
- confidence to ask, offer and seek answers to questions
- an appreciation of how vital science is in their lives now and for the future
- skills to investigate and explore through predicting, observing, identifying, classifying and grouping, comparing, measuring, fair testing and researching
- an ability to collect, present and analyse data
- an ability to report on findings and draw conclusions
- a rich science vocabulary that can be used confidently and precisely
- experience of using a range of scientific equipment
- opportunities to experience science through museum visits, specialist scientists and workshops

What we want to learn about:

These are the areas of learning where pupils should be taught to:

Year 1	Year 2
<p data-bbox="602 456 696 483"><u>Plants:</u></p> <ul data-bbox="237 496 1012 644" style="list-style-type: none"><li data-bbox="237 496 1012 564">• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<li data-bbox="237 576 1012 644">• identify and describe the basic structure of a variety of common flowering plants, including trees	<p data-bbox="1370 456 1783 483"><u>Living things and their habitats</u></p> <ul data-bbox="1126 496 2000 946" style="list-style-type: none"><li data-bbox="1126 496 2000 564">• explore and compare the differences between things that are living, dead, and things that have never been alive<li data-bbox="1126 576 2000 724">• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other<li data-bbox="1126 735 2000 820">• identify and name a variety of plants and animals in their habitats, including microhabitats<li data-bbox="1126 831 2000 946">• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
<p data-bbox="468 1005 826 1032"><u>Animals including humans:</u></p> <ul data-bbox="237 1045 1093 1396" style="list-style-type: none"><li data-bbox="237 1045 1093 1118">• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<li data-bbox="237 1129 1093 1203">• identify and name a variety of common animals that are carnivores, herbivores and omnivores<li data-bbox="237 1214 1093 1318">• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)<li data-bbox="237 1329 1093 1396">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each	<p data-bbox="1532 1005 1617 1032"><u>Plants</u></p> <ul data-bbox="1126 1045 2018 1203" style="list-style-type: none"><li data-bbox="1126 1045 2018 1118">• observe and describe how seeds and bulbs grow into mature plants<li data-bbox="1126 1129 2018 1203">• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

<p>sense</p>	
<p style="text-align: center;"><u>Everyday materials:</u></p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
<p style="text-align: center;"><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies 	<p style="text-align: center;"><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
<p style="text-align: center;"><u>Real life Scientists:</u></p> <ul style="list-style-type: none"> • children to experience discussions and workshops with scientists who live locally to us : • eg governors and parents who might have a science background and can share their knowledge 	<p style="text-align: center;"><u>Famous Scientists:</u></p> <ul style="list-style-type: none"> • Include references to famous scientists where appropriate, for example : • uses of everyday materials – John Dunlop, Charles Macintosh, John McAdam • animals including humans – Louis Pasteur

<p style="text-align: center;"><u>Working scientifically - children should be:</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising 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 	<p style="text-align: center;"><u>Working scientifically – children should be:</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising 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
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Year 3	Year 4
<p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p style="text-align: center;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things
<p style="text-align: center;"><u>Animals including humans</u></p> <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 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>functions</p> <ul style="list-style-type: none"> • construct and interpret a variety of food chains, identifying producers, predators and prey
<p style="text-align: center;"><u>Rocks</u></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>States of matter</u></p> <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
<p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>Sound</u></p> <ul style="list-style-type: none"> • 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

<p style="text-align: center;"><u>Forces and magnets</u></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;"><u>Famous Scientists:</u></p> <ul style="list-style-type: none"> • Include references to famous scientists where appropriate, for example : • forces and magnets – Isaac Newton • animals including humans – Marie Curie 	<p style="text-align: center;"><u>Famous Scientists:</u></p> <ul style="list-style-type: none"> • Include references to famous scientists where appropriate, for example : • electricity – Thomas Edison • sound – Alexander Graham Bell
<p style="text-align: center;"><u>Working scientifically – children should be :</u></p> <ul style="list-style-type: none"> • 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, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	<p style="text-align: center;"><u>Working scientifically – children should be :</u></p> <ul style="list-style-type: none"> • 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, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on 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 raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on 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 raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
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Year 5	Year 6
<p style="text-align: center;"><u>Living things and their habitats</u></p> <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 	<p style="text-align: center;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 give reasons for classifying plants and animals based on specific characteristics
<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

	<ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.
<p style="text-align: center;"><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<p style="text-align: center;"><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p style="text-align: center;"><u>Earth and space</u></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<p style="text-align: center;"><u>Forces</u></p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram
<p style="text-align: center;"><u>Famous Scientists:</u></p> <ul style="list-style-type: none"> Include references to famous scientists where appropriate, for example: <ul style="list-style-type: none"> forces – Galileo Galilei earth and space – Ptolemy, Alhazen, Copernicus properties and changes of materials – Ruth Benerito, Spencer Silver living things and their habitats – David Attenborough, Jane Goodall 	<p style="text-align: center;"><u>Famous Scientists:</u></p> <ul style="list-style-type: none"> Include references to famous scientists where appropriate, for example: <ul style="list-style-type: none"> classification – Carl Linnaeus evolution and inheritance – Mary Anning, Charles Darwin, Alfred Wallace electricity – Alessandro Volta
<p style="text-align: center;"><u>Working scientifically - children should be:</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	<p style="text-align: center;"><u>Working scientifically - children should be:</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

<ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line 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 a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line 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 a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments
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How we want to learn:

- by being active, creative and working practically wherever possible
- by asking key questions and seeking answers and solutions
- by making links with our science learning to other curriculum areas such as maths, English, art and drama

Key questions:

Below are some examples of questions which could be used in science topics. This is not an exhaustive list.

Children could also make up their own key question choices around a topic.

Year 1 and Year 2

- How do we know that living things are alive?
- How can you prove that plants need water and light to grow well?
- Which parts of a plant do we eat?
- Are humans animals?
- What are healthy foods?
- Are materials just fabrics?
- Which material should I choose to make...?
- What's natural and what's manmade?
- What makes the best waterproof material?
- Where are the coldest and hottest parts of school?

Year 3 and Year 4

- Why is the seedling growing sideways?
- What do plants need to survive?

- What are the functions of the different parts of a plant?
- How important is the stem of a plant?
- How important is a bee to a plant?
- Shiny things are light sources, aren't they?
- Which surfaces make the best reflectors?
- Does a magnetic force work through different materials?
- Are all metals magnetic?
- What makes a varied and balanced diet?
- Why do we have different types of teeth?
- Electricity comes out of both ends of a battery, doesn't it?
- How does a switch work?
- How can we make sounds higher or lower?
- Can you stop the ice melting?
- How do gases move by themselves?

Year 5 and Year 6

- What is the effect of exercise and rest on the heart rate?
- What is a circle of life?
- How might some people's life choices be harmful?
- The sun moves, doesn't it?
- Why does the length of a shadow change?
- Which parachute will fall the quickest?
- How does a lever work?

- How can you separate this mixture?
- Which size of container makes water evaporate faster from it?
- How does a periscope work?
- How do we see things?
- Light travels in straight lines doesn't it?
- How can we make bulbs brighter and buzzers louder?
- What is an identification key?
- What have I inherited?
- How can you show the pattern of evolutionary change using everyday objects?