

Condovery Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust



LOWER KEY STAGE 2: Science Curriculum 2014

River and Estuary planning grid

	SCIENCE	Autumn	Spring	Summer
2019-2020	River	Food and Nutrition	Stone Age	Rivers
	Estuary	Minibeasts	Earthquakes	Tudors
2020-2021	River	London	Forces and Magnets	Vikings
	Estuary	London	Forces and Magnets	Vikings
2021-2022	River	Food and Nutrition	Stone Age	Rivers
	Estuary	Materials	Mountains	Ancient Greece

BIOLOGY	<u>Plants</u>			
	▪ (3) identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers	RV		RV
	▪ (3) 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	RV		RV
	▪ (3) investigate the way in which water is transported within plants	RV		RV
	▪ (3) explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	RV		RV
	<u>Animals, including humans</u>			
	▪ (3) 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	FN		FN
	▪ (3) identify that humans and some other animals have skeletons and muscles for support, protection and movement.	FN		FN
	▪ (4) describe the simple functions of the basic parts of the digestive system in humans	FN		FN
	▪ (4) identify the different types of teeth in humans and their simple functions.	FN		FN
	▪ (4) construct and interpret a variety of food chains, identifying producers, predators and prey	FN		FN
	<u>Living things and their habitats</u>			
	▪ (4) recognise that living things can be grouped in a variety of ways	MB	LON	MO
	▪ (4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	MB	LON	MO
	▪ (4) recognise that environments can change and that this can sometimes pose dangers to living things	MB	LON	MO



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CHEMISTRY	<u>Rocks</u> (3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (3) describe in simple terms how fossils are formed when things that have lived are trapped within rock. (3) recognise that soils are made from rocks and organic matter <u>States of matter</u> (4) compare and group materials together, according to whether they are solids, liquids or gases (4) 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) (4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	SA SA SA		SA SA SA
PHYSICS	<u>Electricity</u> (4) identify common appliances that run on electricity (4) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (4) 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 (4) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (4) recognise some common conductors and insulators, and associate metals with being good conductors <u>Forces and magnets</u> (3) compare how things move on different surfaces (3) notice that some forces need contact between two objects but magnetic forces can act at a distance (3) observe how magnets attract or repel each other and attract some materials and not others (3) 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 (3) describe magnets as having two poles (3) predict whether two magnets will attract or repel each other, depending on which poles are facing <u>Light</u>	EQ EQ EQ EQ EQ	VK VK VK VK VK River class F&M F&M F&M F&M F&M	

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	▪ (3) recognise that they need light in order to see things and that dark is the absence of light ▪ (3) notice that light is reflected from surfaces ▪ (3) recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ (3) recognise that shadows are formed when the light from a light source is blocked by a solid object ▪ (3) find patterns in the way that the size of shadows changes		VK	
			VK	
			VK	
			VK	
			VK	
		TU		AG
	<u>Sound</u> ▪ (4) identify how sounds are made, associating some of them with vibrating ▪ (4) recognise that vibrations from sounds travel through a medium to the ear ▪ (4) find patterns between the pitch of a sound and features of the object that produced it ▪ (4) find patterns between the volume of a sound and the strength of the vibrations that produced it. ▪ (4) recognise that sounds get fainter as the distance from the sound source increases	TU		AG
		TU		AG
		TU		AG
		TU		AG