

LKS2 Yearly plan for Science 2018-19

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Properties of everyday materials</u>	<u>Circulatory system</u>	<u>Forces</u>	<u>Electricity</u>	<u>Plants</u> <u>Healthy lifestyle EFKF week</u>	
<ul style="list-style-type: none"> ▪ compare and <u>group</u> together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ give reasons, based on evidence from <u>comparative and fair tests</u>, for the particular uses of everyday materials, including metals, wood and plastic 	<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 ▪ describe the ways in which nutrients and water are transported within animals including humans ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (<u>testing eg heart rate changing with exercise</u>) 	<ul style="list-style-type: none"> ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ <u>compare and group together</u> 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 two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing 	<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 <u>associate</u> metals with being good conductors (<u>pattern seeking</u>) 	<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 of flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	
Working scientifically focus					
Grouping and classifying Testing	Research Pattern seeking	Grouping and classifying Fair testing	Grouping and classifying, Pattern seeking	Observing over time Testing Research	