

MHSF Science Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Working Scientifically:</p> <ul style="list-style-type: none"> - I can ask relevant questions and use different types of scientific enquiries to answer them. - I can set up simple practical enquiries, comparative and fair tests. - I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - I can gather, record, classify and present data in a variety of ways to help in answering questions. - I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - I can identify differences, similarities or changes related to simple scientific ideas and processes. - I can use straightforward scientific evidence to answer questions or to support my findings. 					
	<p>Plants 1: Roots & Shoots, parts of a plant & water transportation</p> <p>What conditions do our plants need in order to grow?</p> <ul style="list-style-type: none"> - I can 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. - I can investigate the 	<p>Light: Light & dark, reflection, shadows and light safety</p> <p>What can you see when there is absolutely no light?</p> <ul style="list-style-type: none"> - I can recognise that you need light in order to see things and that dark is the absence of light. - I can notice that light is reflected from surfaces. - I recognise that light from the Sun can be dangerous and that there are ways to protect your 	<p>Rocks: Properties, fossils & soils</p> <p>How are fossils formed?</p> <ul style="list-style-type: none"> - I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - I can describe in simple terms how fossils are formed when things that have lived are trapped 	<p>Plants 2: Roots & Shoots, parts of a plant & water transportation</p> <p>I planted a tree 4 years ago. It now weighs 250 kg more. Where did this 250 kg come from?</p> <ul style="list-style-type: none"> - I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - I can identify and describe the functions of 	<p>Animals including humans: Nutrition, skeletons & muscles</p> <p>How does your body move and stand up?</p> <ul style="list-style-type: none"> - I know 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 	<p>Forces and magnets: Different surfaces, magnetic poles, attract & repel</p> <p>Are all metals attracted to magnets?</p> <ul style="list-style-type: none"> - I can compare how things move on different surfaces. - I notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. - I can observe how magnets attract or repel each other and attract some materials and not others.

	way in which water is transported within plants. - I can identify and describe the functions of different parts of flowering plants.	eyes. - I recognise that shadows are formed when the light from a light source is blocked by a solid object. - I find patterns in the way that the size of shadows change.	within rock. - I can recognise that soils are made from rocks and organic matter.	different parts of flowering plants.	they eat. - I know that humans and some other animals have skeletons and muscles for support, protection and movement.	- I can 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. - I can describe magnets as having 2 poles. - I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Working Scientifically: - I can ask relevant questions and use different types of scientific enquiries to answer them. - I can set up simple practical enquiries, comparative and fair tests. - I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - I can gather, record, classify and present data in a variety of ways to help in answering questions. - I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - I can identify differences, similarities or changes related to simple scientific ideas and processes. - I can use straightforward scientific evidence to answer questions or to support my findings.					
	Animals including humans: Digestion, teeth & food chains	Electricity: Circuits, conductors & insulators Does electricity flow	States of Matter: Materials, changing state, evaporation & condensation in the	Sound: Vibrations, volume & pitch How do instruments	Living Things and their Habitats: Classification, changing environments, climate change & helping our environment	

	<p>What can we tell about a dinosaur's diet when they have been extinct for 65 million years?</p> <ul style="list-style-type: none"> - I can describe the simple functions of the basic parts of the digestive system in humans. - I can identify the different types of teeth in humans and their simple functions. - I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>easily through all objects?</p> <ul style="list-style-type: none"> - I can identify common appliances that run on electricity. - I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - I can 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. - I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - I can recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>water cycle</p> <p>Does water (ice) always melt at the same speed?</p> <ul style="list-style-type: none"> - I can compare and group materials together, according to whether they are solids, liquids or gases. - I can 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). - I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>make different sounds?</p> <ul style="list-style-type: none"> - I can identify how sounds are made, associating some of them with something vibrating. - I can recognise that vibrations from sounds travel through a medium to the ear. - I can find patterns between the pitch of a sound and features of the object that produced it. - I can find patterns between the volume of a sound and the strength of the vibrations that produced it. - I can recognise that sounds get fainter as the distance from the sound source increases. 	<p>Are some animals more alike than others?</p> <ul style="list-style-type: none"> - I can recognise that living things can be grouped in a variety of ways. - I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - I can recognise that environments can change and that this can sometimes pose dangers to living things.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Working Scientifically:</p> <ul style="list-style-type: none"> - I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. - I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. - I can use test results to make predictions to set up further comparative and fair tests. - I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. - I can identify scientific evidence that has been used to support or refute ideas or arguments. 					
	<p>Earth and Space: Our Solar System</p> <p>What shape is the moon and does it change?/Why do the Sun and Moon look the same size in the sky?</p> <ul style="list-style-type: none"> - I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. - I can describe the movement of the Moon relative to the Earth - I can describe the Sun, Earth and Moon as approximately spherical bodies. 	<p>Properties and Changes of Materials: Properties & solutions. Reversible & irreversible changes.</p> <p>Is it possible to separate even very small things like sand, salt and stones?</p> <ul style="list-style-type: none"> - I can 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 - I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. - I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. - I can demonstrate that dissolving, mixing and changes of state are reversible changes 		<p>Forces: Gravity, air resistance, water resistance and friction. Levers & pulleys</p> <p>How can we manipulate/use forces to our advantage?</p> <ul style="list-style-type: none"> - I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. 		<p>Animals, including humans and Living things and their habitats: Life Cycles & Reproduction.</p> <p>How do the life cycles of plants and animals in the UK differ from those in the Amazon Rainforest?</p> <ul style="list-style-type: none"> - I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - I can describe the life process of reproduction in some plants and animals. - I can describe the changes as humans develop to old age.

	- I can use the idea of the Earth's rotation to explain day and night, and the apparent movement of the Sun across the sky.	_ I can 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.				
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Year 6	Working Scientifically: <ul style="list-style-type: none"> - I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. - I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. - I can use test results to make predictions to set up further comparative and fair tests. - I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. - I can identify scientific evidence that has been used to support or refute ideas or arguments. 					
	Living things and their habitats: Classifying micro-organisms, plants & animals In what ways are living things the same and in what ways are they different? <ul style="list-style-type: none"> - I can describe how living things are classified into broad groups according to common observable 	Evolution and Inheritance: Fossils, variation, adaptation and natural selection. Why do animals evolve differently? <ul style="list-style-type: none"> - I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		Light: How it travels & the human eye Why do we see 'history' whenever we look at the stars? <ul style="list-style-type: none"> - I can recognise that light appears to travel in straight lines. - I can use the idea that light travels in straight lines to explain that objects are seen because they give out or 	Animals, including humans: The human body, its circulatory system, nutrients & water What does a healthy lifestyle look like and why is it important to follow one? <ul style="list-style-type: none"> - I can identify and name the main parts of the human 	Electricity: Voltage & electrical symbols Why are insulators as important as conductors? <ul style="list-style-type: none"> - I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - I can compare and give reasons for variations in how components function, including the brightness of

	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <ul style="list-style-type: none"> - I can give reasons for classifying plants and animals based on specific characteristics. 		<p>reflect light into the eye.</p> <ul style="list-style-type: none"> - I can 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. - I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> - I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - I can describe the ways in which nutrients and water are transported within animals, including humans. 	<p>bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> - I can use recognised symbols when representing a simple circuit in a diagram.
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