

## Science Curriculum KS1 &amp; KS2 2014 - 2015

	Biology	Physics	Chemistry
<b>Year 1</b>	<b>Animals, including humans</b> (naming animals and body parts) <b>Plants</b> (names & structure)	<b>Seasonal Changes</b> (changes and weather)	<b>Everyday materials</b> (names and properties of simple materials)
<b>Year 2</b>	<b>Living things and their habitats</b> (suitable habitats/simple food chains) <b>Plants</b> (growing conditions for seeds and bulbs) <b>Animals, including humans</b> (Health and growth)		<b>Uses of everyday materials</b> (suitability and changing shapes of materials)
<b>Year 3</b>	<b>Plants</b> (functions of parts and life cycles)  <b>Animals, including humans</b> (skeletons)	<b>Light</b> (dark is the absence of light, size of shadows) <b>Forces and magnets</b> (friction – how things move on different surfaces, magnets)	<b>Rocks</b> (simple properties, fossils, soils)
<b>Year 4</b>	<b>Living things and their habitats</b> (grouping and simple classifying/changes to habitats can pose dangers) <b>Animals, including humans</b> (teeth, eating and digestions)	<b>Sound</b> (fainter sounds further away, vibrations, pitch and volume)  <b>Electricity</b> (simple circuit, switches, conductors and insulators)	<b>States of matter</b> (solids, liquids, gases, heating & cooling, water cycle)
<b>Year 5</b>	<b>Living things and their habitats</b> (life cycles, reproduction) <b>Animals, including humans</b> (changes in humans as they grow)	<b>Forces</b> (gravity, friction, air-resistance, levers, pulleys and gears) <b>Earth and Space</b> (other planets)	<b>Properties and changes of materials</b> (more properties including thermal and electrical conductivity, mixing and separating reversible and irreversible)
<b>Year 6</b>	<b>Animals, including humans</b> (circulatory system, functions of heart, blood vessels and blood, health, water transport in animals) <b>Living Things and their habitats</b> (classifying including micro-organisms) <b>Evolution and inheritance</b> (more about fossils, adaptation)	<b>Light</b> (travels in straight lines, how we see things)  <b>Electricity</b> (what affects bulb brightness, buzzer volume, voltage, symbols)	

**Working Scientifically:** Across all topics, children will be learning to work scientifically – using and developing investigative skills, including observation, pattern-seeking, fair testing, classification and identification.

