Science Curriculum - Summer 2

ROKEBY PRIMARY SCHOOL

EYFS Surprising Sharks	Year One One Day on Our Blue Planet	Year Two Ten Things I Can Do To Help my World	Year Three The Kapok Tree	Year Four Ice Trap	Year Five The Adventures of Odysseus	Year Six Sensational
The World: Sea creatures WALT identify and name a range of sea creatures WALT talk about simple similarities & differences between these creatures WALT talk about common features found under the sea such as coral, shells and plant life WALT compare the environment, objects and materials under the sea with those found on land	Animals inc humans Seasonal changes WALT identify and name the basic parts of the human body WALT draw and label the main parts of the human body WALT name the five senses WALT say which part of the body is associated with which sense WALT observe changes to the environment that	Animals inc humans WALT notice that all animals produce offspring which grow into adults WALT talk about simple changes in the life cycles of different animals WALT find out about and describe the basic needs of a range of animals for survival - food, water and air WILF can ask and answer questions WILF can carry out simple comparative	Animals inc humans WALT understand animals, including humans, need the right types and amounts of nutrition WALT identify that animals cannot make their own food; they get nutrition from what they eat WALT identify that humans and some other animals have skeletons and muscles for support, protection and movement	Working scientifically WILF able to ask relevant questions WILF can use different types of scientific enquiries to answer questions WILF sets up simple practical enquiries, comparative and fair tests WILF can make both systematic and careful observations WILF can gather, record and present data in a variety of	Forces – gravity, air/water resistance WALT explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object WALT identify the effects of air resistance, water resistance and friction that act between moving surfaces WILF selects & plans the most appropriate types of scientific enquiry to	Electricity WALT associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit WALT compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches WALT use recognised symbols when representing

	happen in summer time WILF can be curious and observe closely whilst investigating the senses WILF able to ask and answer questions to communicate findings WILF can use simple scientific language to talk about what is found out WILF can use simple equipment such as a magnifying glass WILF can sort data within given criteria and make simple comparisons such as colours of children's eyes	tests (such as finding out what caterpillars like best to eat) WILF can use simple scientific language to talk about what was found out and how it was found out WILF can compare living things WILF able to find things out using books, photos and videos	WILF can classify simple features WILF suggests ways to collect data WILF develops ideas about functions, relationships and interactions WILF can recognise when and how secondary sources of information might help answer questions that cannot be answered practically WILF able to draw diagrams and simple tables WILF able to make notes	ways to help in answering questions WILF uses precise scientific language WILF can use results to draw simple conclusions WILF can use results to suggest possible improvements or to raise further questions WILF recognises the importance of the evidence collected WILF able to understand and is beginning to use both quantitative and qualitative data	use to answer questions WILF carries out more systematic analysis and investigation WILF able to use evidence to justify ideas and conclusions WILF able to use results to identify when further tests might be needed WILF can modify tests for accuracy WILF can recognise and control variables WILF can make predictions for new values	a simple circuit in a diagram WILF can draw scientific diagrams WILF recognises when and how to set up comparative and fair tests WILF explains which variables need to be controlled and why WILF able to decide whether to repeat any observations WILF can explain how to use electrical equipment safely and accurately WILF able to evaluate results WILF looks for and understands poor data WILF can combine observations to give new hypotheses