

# Curriculum Checker



Subject: **Science**

✓ Main Programme of Study

✓ Linked Programme of Study

Subject Area	Code	Programme of Study	Year 3 ILP Choices						Year 4 ILP Choices					
			Scrumdiddlyumptious!	Flow	Urban Pioneers	Heroes and Villains	Predatori	Tribal Tales	Potions	Misty Mountain Sierra	1066	Burps, Bottoms and Bile	Traders and Raiders	Blue Abyss
Animals (Including Humans)	Sc A 1 Y3	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.	✓				✓							
Animals (Including Humans)	Sc A 1 Y4	Describe the simple functions of the basic parts of the digestive system in humans.									✓			
Animals (Including Humans)	Sc A 2 Y3	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.					✓							
Animals (Including Humans)	Sc A 2 Y4	Identify the different types of teeth in humans and their simple functions.									✓			
Animals (Including Humans)	Sc A 3 Y4	Construct and interpret a variety of food chains, identifying producers, predators and prey.												✓
Electricity	Sc E 1 Y4	Identify common appliances that run on electricity.												
Electricity	Sc E 2 Y4	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.												✓
Electricity	Sc E 3 Y4	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.												
Electricity	Sc E 4 Y4	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.												
Electricity	Sc E 5 Y4	Recognise some common conductors and insulators, and associate metals with being good conductors.												
Forces and Magnets	Sc FM 1 Y3	Compare how things move on different surfaces.												
Forces and Magnets	Sc FM 2 Y3	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.												
Forces and Magnets	Sc FM 3 Y3	Observe how magnets attract or repel each other and attract some materials and not others.												

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Forces and Magnets	Sc FM 4 Y3	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.												
Forces and Magnets	Sc FM 5 Y3	Describe magnets as having two poles.												
Forces and Magnets	Sc FM 6 Y3	Predict whether two magnets will attract or repel each other, depending on which poles are facing.												
Light	Sc L 1 Y3	Recognise that they need light in order to see things and that dark is the absence of light.			✓									
Light	Sc L 2 Y3	Notice that light is reflected from surfaces.			✓									
Light	Sc L 3 Y3	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.			✓									
Light	Sc L 4 Y3	Recognise that shadows are formed when the light from a light source is blocked by a solid object.			✓			✓						
Light	Sc L 5 Y3	Find patterns in the way that the size of shadows change.			✓			✓						
Living Things and their Habitats	Sc LT 1 Y4	Recognise that living things can be grouped in a variety of ways.												✓
Living Things and their Habitats	Sc LT 2 Y4	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.												✓
Living Things and their Habitats	Sc LT 3 Y4	Recognise that environments can change and that this can sometimes pose dangers to living things.												✓
Plants	Sc P 1 Y3	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.		✓				✓						
Plants	Sc P 2 Y3	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.		✓				✓						
Plants	Sc P 3 Y3	Investigate the way in which water is transported within plants.		✓				✓						

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Plants	Sc P 4 Y3	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.						✓						
Rocks	Sc R 1 Y3	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.												
Rocks	Sc R 2 Y3	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.					✓							
Rocks	Sc R 3 Y3	Recognise that soils are made from rocks and organic matter.		✓										
Sound	Sc S 1 Y4	Identify how sounds are made, associating some of them with something vibrating.												
Sound	Sc S 2 Y4	Recognise that vibrations from sounds travel through a medium to the ear.												
Sound	Sc S 3 Y4	Find patterns between the pitch of a sound and features of the object that produced it.												
Sound	Sc S 4 Y4	Find patterns between the volume of a sound and the strength of the vibrations that produced it.												
Sound	Sc S 5 Y4	Recognise that sounds get fainter as the distance from the sound source increases.												
States of Matter	Sc SM 1 Y4	Compare and group materials together, according to whether they are solids, liquids or gases.							✓					
States of Matter	Sc SM 2 Y4	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).							✓	✓				
States of Matter	Sc SM 3 Y4	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.								✓				
Working Scientifically	Sc WS 1 LKS2	Ask relevant questions and using different types of scientific enquiries to answer them.		✓	✓			✓				✓		✓
Working Scientifically	Sc WS 2 LKS2	Set up simple practical enquiries, comparative and fair tests.		✓	✓			✓	✓	✓		✓		✓
Working Scientifically	Sc WS 3 LKS2	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.		✓	✓		✓		✓	✓		✓		✓

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Working Scientifically	Sc WS 4 LKS2	Gather, record, classify and present data in a variety of ways to help in answering questions.	✓	✓	✓		✓		✓	✓	✓	✓		✓
Working Scientifically	Sc WS 5 LKS2	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.		✓	✓		✓	✓	✓	✓	✓	✓		✓
Working Scientifically	Sc WS 6 LKS2	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.		✓			✓		✓	✓		✓		✓
Working Scientifically	Sc WS 7 LKS2	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		✓	✓				✓	✓		✓		
Working Scientifically	Sc WS 8 LKS2	Identify differences, similarities or changes related to simple scientific ideas and processes.	✓	✓	✓		✓			✓		✓		
Working Scientifically	Sc WS 9 LKS2	Use straightforward scientific evidence to answer questions or to support their findings.			✓				✓	✓		✓		✓