Curriculum Checker

Subject: **Science**

✓ Main Programme of Study ✓ Linked Programme of Study

Subject Area	Code	Programme of Study	Year 3 Love To Investigate Choices															Year 4 Love To Investigate Choices														
			Are mushrooms deadly?	Do plants have legs?	How do fossils form?	What are flowers for?	What are our joints for?	What are sunglasses for?	What do owls eat?	Why do shadows change?	What is soil?	Which is the juciest fruit?	Why are trees tall?	Why do cat's eyes glow at night?	Is it safe to eat?	How do worms move?	How fast does water flow?	How does toothpaste protect teeth?	What is spit for?	What conducts electricity	How do smells get up your nose	Where does water go?	Are all liquids runny?	What do squirrels eat?	How does pollution affect habitats?	Are all sea creatures the same?	How far can an arrow travel?	What are catapults for?	How did Vikings dye their clothes?	Can worms sense danger?	Why does it flood?	Is custard a liquid?
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.																														

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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.								✓																						

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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.																														

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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.	✓	✓	✓						✓				✓		✓		✓				✓	✓	✓				✓	✓		

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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.						✓	✓			✓	✓		✓	✓					✓	✓			✓		✓	✓				✓
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.	✓					✓			✓							✓				✓	✓				✓				✓	✓

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Working Scientifically	Sc WS 9 LKS2	Use straightforward scientific evidence to answer questions or to support their findings.			✓		✓			✓					✓		✓				✓									✓		

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