

Lower Key Stage 2 Curriculum Map: 2015-16-17
Identifying National Curriculum Coverage for Science

Areas:	National Curriculum Coverage:	Light and Sound	Habitats and Food chains	Plants	Rio - Electricity	Tech Know	Be a Good Sport	Awesome Africa
Working Scientifically	asking relevant questions and using different types of scientific enquiries to answer them	Red	Green		Blue	Red	Green	Blue
	setting up simple practical enquiries, comparative and fair tests	Red		Green	Blue	Red	Green	Blue
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Red		Green	Blue	Red	Green	Blue
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Red		Green	Blue	Red	Green	Blue
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Red		Green	Blue	Red	Green	Blue
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Red		Green	Blue	Red	Green	Blue
	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Red		Green	Blue	Red	Green	Blue
	identifying differences, similarities or changes related to simple scientific ideas and processes	Red		Green	Blue	Red	Green	Blue
using straightforward scientific evidence to answer questions or to support their findings.	Red		Green	Blue	Red	Green	Blue	
Year 3 Plants	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers			Green				
	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			Green				
	investigate the way in which water is transported within plants			Green				Blue
	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			Green				Blue
Year 4 Living Things & Their Habitat	recognise that living things can be grouped in a variety of ways		Green					Blue
	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		Green		Blue			
	recognise that environments can change and that this can sometimes pose dangers to living things.		Green		Blue			
Animals, including humans	Year 3							
	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							
	identify that humans and some other animals have skeletons and muscles for support, protection and movement.							
	Year 4							
	describe the simple functions of the basic parts of the digestive system in humans							
identify the different types of teeth in humans and their simple functions								
construct and interpret a variety of food chains, identifying producers, predators and prey.								
Year 3 Rocks	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties							Blue
	describe in simple terms how fossils are formed when things that have lived are trapped within rock							Blue
	recognise that soils are made from rocks and organic matter.							Blue
Year 4 States of Matter	compare and group materials together, according to whether they are solids, liquids or gases							Blue
	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)							Blue
	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.							Blue
Year 3 Light	recognise that they need light in order to see things and that dark is the absence of light	Red						
	notice that light is reflected from surfaces	Red						
	recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Red						
	recognise that shadows are formed when the light from a light source is blocked by a solid object	Red						
	find patterns in the way that the size of shadows change.	Red						
Year 4 Sound	identify how sounds are made, associating some of them with something vibrating	Red						
	recognise that vibrations from sounds travel through a medium to the ear	Red						
	find patterns between the pitch of a sound and features of the object that produced it	Red						
	find patterns between the volume of a sound and the strength of the vibrations that produced it	Red						
	recognise that sounds get fainter as the distance from the sound source increases.	Red						
Year 3 Forces & Magnets	compare how things move on different surfaces							
	notice that some forces need contact between two objects, but magnetic forces can act at a distance							
	observe how magnets attract or repel each other and attract some materials and not others							
	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							
	describe magnets as having two poles							
	predict whether two magnets will attract or repel each other, depending on which poles are facing.							
Year 4 Electricity	identify common appliances that run on electricity							
	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers							
	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							
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit							
	recognise some common conductors and insulators, and associate metals with being good conductors.							