**National Curriculum**

**Science Upper Key Stage 2**

|  |  |  |
| --- | --- | --- |
| **Science**  **National Curriculum Objectives (UKS2)** | | **Where are they taught?** |
| **Pupils should be taught to…** | | |
| **Living Things and Their Habitats** | describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird | ‘I Have a Dream…’ |
| describe the life process of reproduction in some plants and animals |
| describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals |
| give reasons for classifying plants and animals based on specific characteristics |
| **Animals, Including Humans** | describe the changes as humans develop to old age | Go With the Flow |
| identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood |
| describe the ways in which nutrients and water are transported within animals, including humans |
| recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | Go With the Flow  UKS2 3D PSHE C1 U1 L3 (additional lesson) |

|  |  |  |
| --- | --- | --- |
| **Properties and Changes of Materials** | compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets | Global Warning  *Hot Off the Press (LKS2)* |
| know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution |
| use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating |
| give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic |
| demonstrate that dissolving, mixing and changes of state are reversible changes |
| explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda |
| **Earth and Space** | describe the movement of the earth and other planets relative to the sun in the solar system | Mission Control |
| describe the movement of the moon relative to the Earth |
| describe the Sun, Earth and Moon as approximately spherical bodies |
| use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky |
| **Forces** | explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object | A World of Bright Ideas |
| identify the effects of air resistance, water resistance and friction, that act between moving surfaces |
| recognise some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect |

|  |  |  |
| --- | --- | --- |
| **Evolution and Inheritance** | recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | Rocky the Findosaur (LKS2) |
| recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | ‘I Have a Dream…’ |
| identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| **Light** | recognise that light appears to travel in straight lines | Wars of the World  Clash of the Titans |
| use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye |
| explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes |
| use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| **Electricity** | associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | Full of Beans  Too Hot to Handle |
| compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches |
| use recognised symbols when representing a simple circuit in a diagram |