## Filleigh Primary School **SCIENCE** LEARNING JOURNEY



TRANSITION TO **SECONDARY** 



Year A Term 3 **CIRCULATORY SYSTEM** in humans and how to keep healthy hearts.

Year A: Term 2 LIGHT: How light travels. **ELECTRICITY:** How to change circuits to increase brightness of lights. To use symbols when drawing circuits.

Year A: Term 1 FORCES: how gravity, friction, air and water resistance influences movement MECHANISMS: how pulleys,

leavers and gears affect force required.

In Y5 and Y6 children plan different type of scientific enquiries, recognise and control variables, take measurements using a range of scientific equipment with increasing accuracy and predictions. They record data and results using scientific diagrams and labels. They use test results to make predictions to set up further comparisons and fair tests.

**HUMAN LIFE CYCLE** and comparing it to other animals. **CLASSIFICATION** of organisms

**PROPERTIES OF MATERIALS EVOLUTION AND ADAPTATION**  **EARTH AND SPACE:** movement of planets

Years: 5/6 Stags

Year A: Term 1 **DIGESTIVE SYSTEM** of humans including **TEETH** in humans **NUTRITIONAL** needs of humans and food groups

Year A: Term 2 FOOD CHAINS

**PLANTS:** identify parts of a plant, their requirements for life, transportation of water and life cycle.

Year A: Term 3 **MAGNATISM AND MAGNETS:** LIGHT: How light is needed to see, now shadows are formed

In Y3 and Y4 children report on findings orally and written., they use results to draw simple conclusions and make predictions, they suggest improvements and identify differences and similarities related to scientific ideas. They use scientific evidence to answer questions.

Years: **Buzzards** 

Year A: Year B: Term 1 **SOUND:** How it is made and travels. **CLASSIFICATION KEYS:** identify organisms, how environments can change.

Year B: Term 2 **ELECTRICITY**: building simple circuits. **HUMAN SKELETON:** how it protects and allows movement.

Year B: Term 3

**ROCKS and SOIL**, different types of rocks some containing fossils, how soils is

MATTER: the 3 States of matter and how materials can change state.

In Y3 and Y4 children ask relevant questions and use different types of scientific enquiry. They set up simple practical enquiries and carry our fair tests. They make systematic and careful observa

Year A: Term 1

**EVERYDAY MATERIALS:** identify a variety of different materials and their suitability for purpose.

Year A: Term 2

Seasonal Changes

Recognise the differences in seasons and the cyclic nature of seasons. **HUMANS:** Identify main parts of human and human body and human senses.

Year BA Term 3

**ANIMAL and HUMAN:** recognise common needs for survival, the main steps in human life cycle, The importance for humans of nealthy life style and hygiene.

In Y1 and Y2 children perform simple tests, identify and classify, use their observations and ideas and gather and record data. They ask simple questions and use simple equipment.

Years: **Butterflies** 

Year B: Term 1

**PLANTS:** identify and name a variety of plants and trees, Recognise function of main parts and requirements for seeds to grow.

Year B: Term 2

**ANIMALS:** identify common animals including vertebrates. identify differences between living and dead things and things that have never ived. Recognise simple food chains.

**USE OF EVERYDAY MATERIALS:** 

recognise the simple properties of materials, investigate how some solid materials can be squashed, stretched or bent.

**FRICTION:** investigate how things move on different surfaces.

Through Developing and Understanding The Word, children observe and investigate. They observe closely using all their senses. They develop their vocabulary as they articulate their ideas and thoughts.

Seasonal Changes in the natural world.Caring for the environment Explore how things work. Talking about forces they feel

Geasonal Changes in the natural world

easonal Changes in the natural world

Human life cycles.



Years:

oxes/Cubs