



PARK GROVE SCHOOL



Medium Term Science Planning 2016-2018

Linked to the relevant Kent Scheme of Work (2014) Units

Park Grove Primary School

Year A

	Topic	Year 3 and 4 Knowledge and Understanding POS	Year 4 and 5 Knowledge and Understanding POS	Year 5 and 6 Knowledge and Understanding POS
Autumn One	<i>Save the Planet</i>	<u>What's that Sound?</u> <i>Year 4 Sound</i> <ul style="list-style-type: none">Identify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the earFind patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced it	<u>What's that Sound?</u> <i>Year 4 Sound</i> <ul style="list-style-type: none">Identify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the earFind patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced it	<u>We're Evolving</u> <i>Year 6 Evolution and Inheritance</i> <ul style="list-style-type: none">Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoRecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsIdentify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

		<ul style="list-style-type: none"> Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> Recognise that sounds get fainter as the distance from the sound source increases. 	
Autumn Two	<i>We will Rock You!</i>	<u>Food and My Body</u> <i>Year 3 Animals Including Humans</i> <ul style="list-style-type: none"> 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. 	<u>Growing Pains</u> <i>Year 5 Animals Including Humans</i> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. 	<u>Growing Pains</u> <i>Year 5 Animals Including Humans</i> <ul style="list-style-type: none"> Describe the changes as humans develop to old age.
Spring One	<i>We'll Meet Again</i>	<u>Opposites Attract</u> <i>Year 3 Forces and Magnets</i> <ul style="list-style-type: none"> 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 	<u>Let's get Moving</u> <i>Year 5 Forces</i> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between 	<u>Let's get Moving</u> <i>Year 5 Forces</i> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between
Spring Two	<i>Chocolate</i>			

		<p>attract some materials and not others</p> <ul style="list-style-type: none"> • 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. 	<p>moving surfaces</p> <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>moving surfaces</p> <ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Summer One	<i>Local Fieldwork</i>	<p><u>Mirror, Mirror on the wall...!</u> <i>Year 3 Light</i></p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a 	<p><u>Material World</u> <i>Year 5 Properties and Changes of Materials</i></p> <ul style="list-style-type: none"> • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a 	<p><u>Material World</u> <i>Year 5 Properties and Changes of Materials</i></p> <ul style="list-style-type: none"> • 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 • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a

		<p>solid object</p> <ul style="list-style-type: none"> Find patterns in the way that the size of shadows change. 	<p>solution</p> <ul style="list-style-type: none"> 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. 	<p>solution</p> <ul style="list-style-type: none"> 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.
Summer Two	<i>Enterprise Project</i>	<p><u>How Does Your Garden Grow?</u></p> <p><i>Year 3 Plants</i></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts 	<p><u>Circle of Life</u></p> <p><i>Year 5 Living Things and Their Habitats</i></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, 	<p><u>Circle of Life</u></p> <p><i>Year 5 Living Things and Their Habitats</i></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an

		<p>of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> • 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 • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>an amphibian, an insect and a bird</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. 	<p>amphibian, an insect and a bird</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals.
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Note: SC1 skills to be taught throughout, when the teacher deems most appropriate.

Long Term Science Planning 2016-2018

Linked to the relevant Kent Scheme of Work (2014) Units

Park Grove Primary School

Year B

	Topic	Year 3 and 4 Knowledge and Understanding POS	Year 4 and 5 Knowledge and Understanding POS	Year 5 and 6 Knowledge and Understanding POS
Autumn One	<i>Invasion!</i>	<u>Cool Classification</u> <i>Year 4 Living Things and Their Habitats</i> <ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment• Recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Cool Classification</u> <i>Year 4 Living Things and Their Habitats</i> <ul style="list-style-type: none">• Recognise that living things can be grouped in a variety of ways• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment• Recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Classifying Critters</u> <i>Year 6 Living Things and Their Habitats</i> <ul style="list-style-type: none">• 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.
Autumn Two	<i>Famous People</i>	<u>Earth Rocks!</u> <i>Year 3 Rocks</i> <ul style="list-style-type: none">• Describe in simple terms how fossils are formed when things that have lived are	<u>Out of this World</u> <i>Year 5 Earth and Space</i> <ul style="list-style-type: none">• Describe the movement of the Earth, and other planets, relative to the Sun in the	<u>Out of this World</u> <i>Year 5 Earth and Space</i> <ul style="list-style-type: none">• Describe the movement of the Earth, and other planets, relative to the Sun in the solar

		trapped within rock <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Recognise that soils are made from rocks and organic matter. 	solar system <ul style="list-style-type: none"> • 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. 	system <ul style="list-style-type: none"> • 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.
Spring One	River Deep, Mountain High	<u>Power it up!</u> <i>Year 4 Electricity</i> <ul style="list-style-type: none"> • 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 	<u>Power it up!</u> <i>Year 4 Electricity</i> <ul style="list-style-type: none"> • 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 	<u>Electrifying!</u> <i>Year 6 Electricity</i> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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.
Spring Two				

		associate this with whether or not a lamp lights in a simple series circuit <ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. 	associate this with whether or not a lamp lights in a simple series circuit <ul style="list-style-type: none"> Recognise some common conductors and insulators, and associate metals with being good conductors. 	
Summer One	<i>Natural Disasters</i>	<u>Look at the state of this!</u> <i>Year 4 States of Matter</i> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<u>Look at the state of this!</u> <i>Year 4 States of Matter</i> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<u>Let it Shine</u> <i>Year 6 Light</i> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines 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.
Summer	<i>Contrasts</i>	<u>Where does my food go?</u>	<u>Where does my food go?</u>	<u>Staying Alive</u>

Two		<p><i>Year 4 Animals Including Humans</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Year 4 Animals Including Humans</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>Year 6 Animals Including Humans</i></p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans.
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Note: SC1 skills to be taught throughout, when the teacher deems most appropriate.

A. Land, July 2016.

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