

Science Curriculum Overview

Key Stage 1

During key stage 1, pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

The science key stage 1 curriculum consists of:

- ☐ Sc1 Scientific enquiry
- ☐ Sc2 Life processes and living things
- ☐ Sc3 Materials and their properties
- ☐ Sc4 Physical processes
- ☐ Breadth of study

Key Stage 2

During key stage 2, pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

The science key stage 2 curriculum consists of:

- ☐ Sc1 Scientific enquiry
- ☐ Sc2 Life processes and living things
- ☐ Sc3 Materials and their properties
- ☐ Sc4 Physical processes
- ☐ breadth of study

The [National Curriculum Science Programme of Study](#) provides the statutory content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our science teaching for KS1 and KS2.

Year 1		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	WHO AM I?	My Body <i>Identify, name, draw and label the basic parts of the human body</i>	CELEBRATIONS	Light & Shadow – LIGHT <i>Describe the simple properties of a variety of everyday materials</i>	POLAR ADVENTURES	The Expedition - Keeping Warm <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	TREASURE ISLAND	Staying Alive – Outdoor Shelter <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	ON SAFARI	Mini-beasts, bugs or invertebrates? <i>Identify and name a variety of common animals – invertebrates.</i>	HOLIDAY	Get packed – Sun Safety <i>Describe the simple properties of a variety of everyday materials</i>
2		My Senses – SMELL <i>Say which part of the body is associated with each sense</i>		Light & Shadow – SHADOWS <i>Describe the simple properties of a variety of everyday materials</i>		The Expedition - Keeping Warm <i>Describe the simple properties of a variety of everyday materials</i>		Staying Alive – Outdoor Shelter <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>		Comparing ourselves and invertebrates <i>Identify and name a variety of common animals – invertebrates.</i>		Get packed – Sun Safety <i>Describe the simple properties of a variety of everyday materials</i>
3		My Senses – TASTE <i>Say which part of the body is associated with each sense</i>		Light & Shadow - SHADOWS <i>Identify and name a variety of everyday materials</i>		Polar Animals – Camouflage <i>Identify and name a variety of common animals</i>		On the Island – Sun Shade <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>		Comparing ourselves and invertebrates <i>Identify and name a variety of common animals – invertebrates.</i>		By the Seaside <i>Identify and name a variety of common animals including fish, birds and mammals.</i>
4		My Senses – SIGHT <i>Say which part of the body is associated with each sense</i>		Our Celebration <i>To distinguish between an object and the materials from which it is made</i>		Polar Animals – Camouflage <i>Identify and name a variety of common animals</i>		On the Island – Life Jacket <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>		Comparing ourselves and invertebrates <i>Identify and name a variety of common animals – invertebrates.</i>		By the Seaside <i>Identify and name a variety of common animals including fish, birds and mammals.</i>
5		My Senses – TOUCH <i>Say which part of the body is associated with each sense</i>		Food and our Senses <i>Identify the basic structure of a variety of common flowering plants Describe the simple properties of a variety of everyday materials</i>		Polar Animals – Food <i>Describe the simple properties of a variety of everyday materials</i>		On the Island – Finding Food <i>Identify and name a variety of common animals including fish. Describe the simple properties of a variety of everyday materials.</i>		Food Chains <i>Identify and name a variety of common animals – invertebrates.</i>		By the Seaside <i>Identify and name a variety of common animals including fish, birds and mammals.</i>
6		My Senses – HEARING <i>Say which part of the body is associated with each sense</i>		Food and our Senses <i>Identify the basic structure of a variety of common flowering plants Describe the simple properties of a variety of everyday materials</i>		Polar Animals – Exploring Ice <i>Describe the simple properties of a variety of everyday materials</i>		On the Island – Fish and Fresh Water <i>Identify and name a variety of common animals including fish. Describe the simple properties of a variety of everyday materials.</i>		Habitats <i>Identify and name a variety of common animals – invertebrates. Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>		Protect the Environment <i>Identify and name a variety of common animals including fish, birds and mammals.</i>

Year 2		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	HEALTHY ME	Body and Mind <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>	MATERIALS MONSTER	Meet the Materials Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses</i>	MINI WORLDS	Making Observations <i>Identify and compare the suitability of a variety of everyday materials for particular uses. Identify and compare the suitability of a variety of everyday materials for particular uses</i>	MOVE IT	Making Movements <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>	YOUNG GARDNERS	Planting Masterclass <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i>	LITTLE MASTERCHEFS	Become a Masterchef <i>To describe the importance of hygiene.</i>
2		Body and Mind <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>		Meet the Materials Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses. Find how shapes of solid objects made from some materials can change by squashing, bending, twisting & stretching</i>		Making Observations <i>Identify and compare the suitability of a variety of everyday materials for particular uses.</i>		Making Movements <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>		Planting Masterclass <i>Observe and describe how seeds and bulbs grow into mature plants. Identify and compare the suitability of a variety of everyday materials for particular uses</i>		Becoming a Masterchef <i>To describe the importance of hygiene. To identify and compare the suitability of a variety of everyday materials for particular purposes.</i>
3		Body and Mind <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>		Meet the Materials Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses</i>		Close up on Nature <i>Identify and compare the suitability of a variety of everyday materials for particular uses.</i>		Making Movements <i>Using a force to make something move</i>		Planting Masterclass <i>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>		Let's Get Cooking! <i>To describe the importance of humans eating the right amounts of different types of food, and hygiene.</i>
4		Cycling <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>		Meet the Materials Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses</i>		Close up on Nature <i>Identify and compare the suitability of a variety of everyday materials for particular uses.</i>		Making Movements <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Using a force to make something move</i>		Planting Masterclass <i>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>		Let's Get Cooking! Becoming a Masterchef <i>To describe the importance of humans eating the right amounts of different types of food, and hygiene.</i>

5		Favourite Snack <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>		Meet the Materials Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses</i>		Living Things <i>Explore and compare the differences between things that are living, dead and things that have never been alive.</i>		Making Movements <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>		Planting Masterclass <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>		Let's Get Cooking! Becoming a Masterchef <i>To describe the importance of humans eating the right amounts of different types of food, and hygiene. To identify and compare the suitability of a variety of everyday materials for particular purposes</i>
6		Coughs and Sneezes <i>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</i>		Meet the Material Monster <i>Identify and compare the suitability of a variety of everyday materials for particular uses</i>		Habitats and Food Chains <i>To describe how different habitats provide for the basic needs of different kinds of animals and plants. To use the idea of a simple food chain.</i>		Making Movements <i>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>		Planting Masterclass <i>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i>		Let's Get Cooking! Becoming a Masterchef <i>To describe the importance of humans eating the right amounts of different types of food, and hygiene.</i>

Year 3		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	EARTH ROCKS	Hard Rock Café <i>To explore different kinds of rocks and their properties</i>	FOOD AND OUR BODIES	Food for Thought <i>To learn about healthy and balanced diets</i>	MIRROR! MIRROR!	Time to Reflect <i>To describe the reflections when light is reflected from surfaces</i>	GARDEN GROWS	Plant Parts <i>To identify and describe the functions of the different parts of flowering plants</i>	OPPOSITES ATTRACT	Magnetic Forces <i>To observe the forces that magnets produce</i>	WE ARE ASTRONAUTS	What's Out There? <i>To observe and draw the Moon from real life and secondary sources</i>
2		A Family Affair <i>To explore different types of rock families</i>		Food for Thought <i>To learn about healthy and balanced diets</i>		Time to Reflect <i>To describe the reflections when light is reflected from surfaces</i>		Plant Parts <i>To identify and describe the functions of the different parts of flowering plants</i>		Magnetic Forces <i>To observe the forces that magnets produce</i>		What's Out There? <i>Use knowledge of materials and forces</i>
3		A Family Affair <i>To explore different types of rock families</i>		Funny Bones <i>To describe the basic parts of the skeletal system</i>		Shadow Shapes <i>To describe how shadows are formed</i>		Plant Parts <i>To identify and describe the functions of the different parts of flowering plants</i>		Is it Magnetic? <i>To observe the forces that magnets produce</i>		The Landings <i>To describe what happened in the 'Space Race' in the 1960.</i>
4		A Family Affair <i>To recognise that soil comes from rock</i>		We Like to Move It <i>To look at joints, and how bones and muscles help us move</i>		Shadow Shapes <i>To describe how shadows are formed</i>		Long Live Plants <i>To explore exactly what plants need to live and grow, and how these requirements vary from plant to plant</i>		Is it Magnetic? <i>To observe the forces that magnets produce</i>		The Landings <i>Use knowledge of materials and forces</i>
5		Fantastic Fossils <i>To find out how</i>		We Like to Move It		Magic Mirrors <i>To research and</i>		Flower Power <i>To explore the</i>		Poles to Poles <i>To observe the</i>		Space Survival <i>To identify which</i>

		<i>fossils are formed</i>		<i>To look at joints, and how bones and muscles help us move</i>		<i>gather some key facts about how mirrors have been made over the centuries To make a simple mirror and create a list of the key uses</i>		<i>role that flowers play in the life cycles of plants, from pollination to seed spreading</i>		<i>forces that magnets produce</i>		<i>foods are best to take into space and explain why</i>
6		Fantastic Fossils <i>To find out how fossils are formed</i>		We Like to Move It <i>To look at joints, and how bones and muscles help us move</i>		Magic Mirrors <i>To research and gather some key facts about how mirrors have been made over the centuries To make a simple mirror and create a list of the key uses</i>		Flower Power <i>To explore the role that flowers play in the life cycles of plants, from pollination to seed spreading</i>		Poles to Poles <i>To observe the forces that magnets produce</i>		Space Survival <i>To know what factors affect the design of a space suit.</i>

Year 4		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	WHAT'S THAT SOUND?	What a Racket! <i>Identify how sounds are made, associating them with something vibrating</i>	LIVING THINGS	Guess Who? <i>Recognise that living things can be grouped in a variety of ways.</i>	LOOKING AT STATES	What's the Matter? <i>Compare and group materials together, according to whether they are solids, liquids or gases.</i>	TEETH AND EATING	Tremendous Teeth – First Impressions <i>Identify different types of teeth in humans and their simple functions</i>	POWER IT UP!	Living with Electricity – Which Source? <i>Identify common appliances that run on electricity.</i>	BRILLIANT BUBBLES	I'm Forever Blowing Bubbles <i>Compare materials - gases</i>
2		What a Racket! <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it</i>		Guess Who? <i>Explore and use classification keys to help group, identify and name a variety of living things.</i>		What's the Matter? <i>Observe some materials change state when they are heated, and measure or research the temperature at which this happens in degrees Celcius.</i>		Teeth and Eating – Touch Teeth <i>Identify different types of teeth in humans and their simple functions</i>		Living with Electricity – What a Shocker! <i>Identify common appliances that run on electricity.</i>		I'm Forever Blowing Bubbles <i>Compare materials</i>
3		Turn it Up and Down <i>Recognise that sounds get fainter as the distance from the sound source increases.</i>		Habitats <i>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</i>		Ziggy's Party! – It's Melting! <i>Observe some materials change state when they are heated, and measure or research the temperature at which this happens in degrees Celcius.</i>		Have you no Guts? – Food's Incredible Journey <i>Describe the simple functions of the basic parts of the digestive system in humans</i>		Let's Make a Circuit – Simple Circuits <i>Construct simple series circuits, identifying and naming 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.</i>		Sweetie Bubbles – Sherbet Fizz <i>Compare materials - solids, liquids and gases</i>

4		Turn it Up and Down <i>Recognise that vibrations from sounds travel through a medium to the ear.</i>		Habitats <i>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</i>		Ziggy's Party! – Let's Make Ice cream <i>Observe some materials change state when they are heated, and measure or research the temperature at which this happens in degrees Celcius.</i>		Have you no Guts? – Let's Make a Stomach! <i>Describe the simple functions of the basic parts of the digestive system in humans</i>		Let's Make Circuits – Changing Circuits <i>Construct simple series circuits.</i>		Sweetie Bubbles – Paying for Air? <i>Compare materials - solids, liquids and gases Observe some materials change state when they are heated.</i>
5		Making Music <i>Find patterns between the pitch of a sound and features of the object that produced it.</i>		Habitats – Which Kingdom? <i>Explore and use classification keys to help group, identify and name a variety of living things.</i>		Going Round in Circles – Whatever the Weather <i>Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</i>		The Deadly and the Dead – A Chain Reaction <i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i>		Be Alarmed! – Conductors <i>Recognise some common conductors and insulators, and associate metals with being good conductors.</i>		Yeasty Bubbles – Use your Loaf! <i>Observe some materials change state when they are heated.</i>
6		Making Music <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it. Find patterns between the pitch of a sound and features of the object that produced it.</i>		Habitats – Which Kingdom? <i>Explore and use classification keys to help group, identify and name a variety of living things.</i>		Going Round in Circles – Ziggy's Clothes <i>Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</i>		The Deadly and the Dead – Who do you eat? <i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i>		Be Alarmed! – Crime Fighters <i>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit.</i>		Yeasty Bubbles – Small but Mighty <i>Compare materials - solids, liquids and gases</i>

Year 5		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	OUT OF THIS WORLD	The Solar System – What's in our Solar System? <i>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</i>	MATERIAL WORLD	Why Materials Matter – Why that Material? <i>Compare and group together everyday materials on the basis of their properties.</i>	CIRCLE OF LIFE	Make New Plants <i>Describe the life processes of reproduction in some plants</i>	LET'S GET MOVING	Forces of Nature – Down we go! <i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</i>	GROWING UP AND GROWING OLD	Human Timeline – Cradle to Grave <i>Describe the changes humans develop to old age.</i>	SUPER SCIENTISTS	How Do Scientists Work? – What is a Scientist? <i>Compare everyday materials on the basis of their properties.</i>
2		The Solar System – Let's Make It! <i>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</i>		Why Materials Matter – Foamy Fun! <i>Compare and group together everyday materials on the basis of their properties.</i>		Make New Plants – Taking Plant Cuttings <i>Describe the life processes of reproduction in some plants</i>		Forces of Nature – Falling Objects <i>Identify the effects of air resistance that act between moving surfaces.</i>		Human Timeline – Baby Boom <i>Describe the changes humans develop to old age.</i>		How do Scientists Work? – Discoveries <i>To know about the life and work of a forensic scientist</i>

3		Meet the Scientists – What is at the Centre of the Solar System <i>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</i>		Solutions – Going, going, gone! <i>Know that some materials will dissolve in liquid to form a solution.</i>		Animal Behaviour – Metamorphosis <i>Describe the differences in the life cycles of an insect and a frog.</i>		It's a Drag! – Rubbing Together <i>Identify the effects of friction that acts between moving surfaces.</i>		Growing Pains – Growing Up <i>Describe the changes humans develop to old age.</i>		Crime Solvers – Forensic Techniques <i>To know about the life and work of a forensic scientist</i>
4		Meet the Scientists – Galileo, Galileo! <i>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</i>		Solutions – Mix it Up! <i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</i>		Animal Behaviour – What came First? <i>Describe the differences in the life cycles of a bird and a mammal.</i>		It's a Drag! – Water Resistance <i>Identify the effects of friction that acts between moving surfaces.</i>		Growing Pains – Terrible Teenagers <i>Describe the changes humans develop to old age.</i>		Crime Solvers – A Crime at School! <i>To know about the life and work of a forensic scientist</i>
5		Night and Day – What Makes a Month? <i>Describe the movement of the Moon relative to the Earth.</i>		Making Changes – Signs of Change <i>Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible.</i>		Making Babies – Finding a Mate <i>Describe the process of reproduction in some animals.</i>		Magnificent Machines – Simple Machines <i>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i>		Getting Old – Act your Age! <i>Describe the changes humans develop to old age.</i>		Spread the Word – Science in the News <i>To know about the life and work of a forensic scientist</i>
6		Night and Day – What is a Time Zone? <i>Use the idea of the Earth's rotation to explain day and night.</i>		Making Changes – Modern Accidental Discoveries <i>Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible.</i>		Making babies – Endangered Animals <i>Describe the process of reproduction in some animals.</i>		Magnificent Machines – Make a Machine <i>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i>		Getting Old – Live Forever! <i>Describe the changes humans develop to old age.</i>		Spread the Word – Science for All <i>Be able to research different kinds of science activities and share them with other people.</i>

Year 6		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
		UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6
1	CLASSIFYING CRITTERS	Animalia – Animal, Vegetable or Mineral? <i>How living things are classified into broad groups. Give reasons for classifying animals based on specific characteristics.</i>	STAYING ALIVE	Going Round in Circles – Is your Heart in it? <i>Identify and name the main parts of the human circulatory system, and describe the main functions of the heart, blood vessels and blood.</i>	WE'RE EVOLVING	The Same But Different <i>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</i>	LET IT SHINE	Going Straight – Straight as an Arrow <i>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>	ELECTRIFYING!	Think Like an Electrician – Simple Circuits <i>Use recognised symbols when representing a simple circuit in a diagram.</i>	WE ARE DINOSAUR HUNTERS	Dinosaur Dawnings – <i>Design a Dino Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>

2		Is it a Plant? – Marvellous Microbes <i>Classify into broad groups according to common observable characteristics and based on similarities and differences – including micro-organisms.</i>	Going Round in Circles – Lub Dub! <i>Identify and name the main parts of the human circulatory system, and describe the main functions of the heart, blood vessels and blood.</i>	The Same But Different – Adaptation <i>Identify how animals and plants are adapted to suit their environment in different ways.</i>	Going Straight – The Perfect Silhouette <i>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</i>		Think Like an Electrician – It's Faulty <i>Associate the brightness of a lamp or volume of a buzzer. Compare the reasons for variations in how components function.</i>	Dinosaur Drawings – Colourful Dinosaurs <i>Compare everyday materials on the basis of their properties, thermal conductivity.</i>
3		Is it a Plant? – Fabulous Fungi <i>Classify into broad groups according to common observable characteristics and based on similarities and differences – including fungi</i>	Faster, Faster! – Out of Puff <i>Recognise the impact of exercise on the way their bodies function.</i>	Evolve or Die! – How Have We Changed? <i>Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	Reflecting on Seeing – Mirror Image <i>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.</i>		All Change – Blow! <i>Compare the reasons for variations in how components function.</i>	All Change – Dino Tracks <i>Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>
4		Give me Five – Vegetation <i>Classify into broad groups according to common observable characteristics and based on similarities and differences – Five kingdoms</i>	Faster, Faster! – Race Against Time <i>Recognise the impact of exercise on the way their bodies function.</i>	Evolve or Die! – Natural Selection <i>Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i>	Reflecting on Seeing – Seeing is Believing <i>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.</i>		All Change – How Bright? <i>Compare the reasons for variations in how components function.</i>	All Change – Dino Doo Doo! <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>
5		Give me Five – Carl Linnaeus Classification – Carl Linnaeus	Health, Wealth and Happiness – What is a Drug? <i>Recognise the impact of drugs on the way their bodies function.</i>	Bury the Evidence – All Change <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>	Never a Dull Moment – Light Misbehaviour <i>Recognise that light appears to travel in straight lines.</i>		Build Your Own – Games Galore <i>Associate the brightness of a lamp and volume of a buzzer with the number of voltage of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram.</i>	Dinosaur Goings – Dying Dinosaurs <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>
6		Give me Five – Carl Linnaeus Classification – Carl Linnaeus	Health, Wealth and Happiness – The Importance of Diet <i>Recognise the impact of diet on the way their bodies function.</i>	Bury the Evidence – Mary Anning <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>	Never a Dull Moment – Rainbows <i>Recognise that light appears to travel in straight lines.</i>		Build Your Own – It's All New Research <i>Research information on renewable energy.</i>	Dinosaur Goings – Going, Going, Gone...? <i>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i>

