

NATIONAL CURRICULUM PROGRAMMES OF STUDY

Programmes of Study- KS1

SC1 -Scientific Enquiry

Knowledge, skills and understanding

Ideas and evidence in science

Pupils should be taught that it is important to collect evidence by making observations and measurement when trying to answer a question.

Investigative Skills

Pupils should be taught to:

Planning

- a.)ask questions [for example, 'How?', 'Why?', 'What will happen if ... ?'] and decide how they might find answers to them
- b.)use first-hand experience and simple information sources to answer questions
- c.)think about what might happen before deciding what to do
- d.)recognise when a test or comparison is unfair

Obtaining and presenting evidence

- e.) follow simple instructions to control the risks to themselves and to others
- f.) explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements
- g.)communicate what happened in a variety of ways, including using ICT [for example, in speech and writing, by drawings, tables, block graphs and pictograms]

Considering evidence and evaluating

- h.)make simple comparisons [for example, hand span, shoe size] and identify simple patterns or associations
- i.)compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding
- j.)review their work and explain what they did to others.

SC2-Life Processes and Living Things

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Life processes

1. Pupils should be taught:

- a.)the differences between things that are living and things that have never been alive
- b.)that animals, including humans, move, feed, grow, use their senses and reproduce
- c.)to relate life processes to animals and plants found in the local environment.

Humans and other animals

2. Pupils should be taught:

- a.)to recognise and compare the main external parts of the bodies of humans and other animals
- b.)that humans and other animals need food and water to stay alive
- c.)that taking exercise and eating the right types and amounts of food help humans to keep healthy
- d.)about the role of drugs as medicines
- e.)how to treat animals with care and sensitivity
- f.)that humans and other animals can produce offspring and that these offspring grow into adults
- g.)about the senses that enable humans and other animals to be aware of the world around them.

Green plants

3. Pupils should be taught:

- a.)to recognise that plants need light and water to grow
- b.)to recognise and name the leaf, flower, stem and root of flowering plants
- c.)that seeds grow into flowering plants.

Variation and classification

4. Pupils should be taught to:

a.)recognise similarities and differences between themselves and others, and to treat others with sensitivity

b.)group living things according to observable similarities and differences.

Living things in their environment

5. Pupils should be taught to:

a.)find out about the different kinds of plants and animals in the local environment

b.)identify similarities and differences between local environments and ways in which these affect animals and plants that are found there

c.)care for the environment.

Sc3-Materials and their Properties

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Grouping materials

1. Pupils should be taught to:

a.)use their senses to explore and recognise the similarities and differences between materials

b.)sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic]

c.)recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally

d.)find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties.

Changing materials

2. Pupils should be taught to:

a.)find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching.

b.)explore and describe the way some everyday materials [for example, water, chocolate, bread, clay] change when they are heated or cooled.

ICT opportunity

Pupils could use a software package to combine words and pictures about materials and objects.

Sc4 Physical processes

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Electricity

1. Pupils should be taught:

- a.) about everyday appliances that use electricity
- b.) about simple series circuits involving batteries, wires, bulbs and other components [for example, buzzers, motors]
- c.) how a switch can be used to break a circuit.

Forces and motion

2. Pupils should be taught:

- a.) to find out about, and describe the movement of familiar things for example, cars going faster, slowing down, changing direction]

that both pushes and pulls are examples of forces

- a. to recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull.

Light and sound

3. Pupils should be taught:

Light and dark

- a.) to identify different light sources, including the Sun
- b.) that darkness is the absence of light

Making and detecting sounds

- c.) that there are many kinds of sound and sources of sound
- d.) that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.

Programmes of Study-KS2

Sc1 Scientific enquiry

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

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 general teaching requirement for health and safety applies in this subject.

Knowledge, skills and understanding

Ideas and evidence in science

1. Pupils should be taught:

- a. that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects [for example, Jenner's vaccination work]
- b. that it is important to test ideas using evidence from observation and measurement.

Investigative skills

2. Pupils should be taught to:

Planning

- a. ask questions that can be investigated scientifically and decide how to find answers
- b. consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions
- c. think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use
- d. make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same

Obtaining and presenting evidence

- e. use simple equipment and materials appropriately and take action to control risks
- f. make systematic observations and measurements, including the use of ICT for datalogging
- g. check observations and measurements by repeating them where appropriate
- h. use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner

Considering evidence and evaluating

- i. make comparisons and identify simple patterns or associations in their own observations and measurements or other data
- j. use observations, measurements or other data to draw conclusions
- k. decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made
- l. use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions
- m. review their work and the work of others and describe its significance and limitations.

Sc2 Life processes and living things

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Life processes

1. Pupils should be taught:

- a. that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- a. that the life processes common to plants include growth, nutrition and reproduction
- b. to make links between life processes in familiar animals and plants and the environments in which they are found.

Humans and other animals

2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Health

- g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- h. about the importance of exercise for good health.

Green plants

3. Pupils should be taught:

Growth and nutrition

- a. the effect of light, air, water and temperature on plant growth
- b. the role of the leaf in producing new material for growth
- c. that the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant

Reproduction

- d. about the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.

Variation and classification

4. Pupils should be taught:

- a. to make and use keys
- b. how locally occurring animals and plants can be identified and assigned to groups
- c. that the variety of plants and animals makes it important to identify them and assign them to groups.

Living things in their environment

5. Pupils should be taught:

- a. about ways in which living things and the environment need protection

Adaptation

- b. about the different plants and animals found in different habitats
- c. how animals and plants in two different habitats are suited to their environment

Feeding relationships

- d. to use food chains to show feeding relationships in a habitat
- e. about how nearly all food chains start with a green plant

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial for example, in the breakdown of waste, in making bread or harmful (for example, in causing disease, in causing food to go mouldy).

Sc3 Materials and their properties

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Grouping and classifying materials

1. Pupils should be taught:

- a. to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials
- b. that some materials are better thermal insulators than others
- c. that some materials are better electrical conductors than others
- d. to describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability
- e. to recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.

Changing materials

2. Pupils should be taught:

- a. to describe changes that occur when materials are mixed [for example, adding salt to water]
- b. to describe changes that occur when materials [for example, water, clay, dough] are heated or cooled
- c. that temperature is a measure of how hot or cold things are
- d. about reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating
- e. the part played by evaporation and condensation in the water cycle
- f. that non-reversible changes [for example, vinegar reacting with bicarbonate of soda, plaster of Paris with water] result in the formation of new materials that may be useful
- g. that burning materials [for example, wood, wax, natural gas] results in the formation of new materials and that this change is not usually reversible.

Separating mixtures of materials

3. Pupils should be taught:

- a. how to separate solid particles of different sizes by sieving [for example, those in soil]
- b. that some solids [for example, salt, sugar] dissolve in water to give solutions but some [for example, sand, chalk] do not
- c. how to separate insoluble solids from liquids by filtering
- d. how to recover dissolved solids by evaporating the liquid from the solution
- e. to use knowledge of solids, liquids and gases to decide how mixtures might be separated.

SC4-Physical Processes

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

Electricity

1. Pupils should be taught:

Simple circuits

- a. to construct circuits, incorporating a battery or power supply and a range of switches, to make electrical devices work (for example, buzzers, motors]
- b. how changing the number or type of components [for example, batteries, bulbs, wires] in a series circuit can make bulbs brighter or dimmer
- c. how to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols.

Forces and motion

2. Pupils should be taught:

Types of force

- a. about the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials
- b. that objects are pulled downwards because of the gravitational attraction between them and the Earth
- c. about friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move
- d. that when objects [for example, a spring, a table] are pushed or pulled, an opposing pull or push can be felt
- e. how to measure forces and identify the direction in which they act.

Light and sound

3. Pupils should be taught:

Everyday effects of light

- a. that light travels from a source
- b. that light cannot pass through some materials, and how this leads to the formation of shadows
- c. that light is reflected from surfaces [for example, mirrors, polished metals]

Seeing

- d. that we see things only when light from them enters our eyes

Vibration and sound

- e. that sounds are made when objects [for example, strings on musical instruments] vibrate but that vibrations are not always directly visible
- f. how to change the pitch and loudness of sounds produced by some vibrating objects [for example, a drum skin, a plucked string]
- g. that vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear.

The Earth and beyond

4. Pupils should be taught:

The Sun, Earth and Moon

- a. that the Sun, Earth and Moon are approximately spherical

Periodic changes

- b. how the position of the Sun appears to change during the day, and how shadows change as this happens
- c. how day and night are related to the spin of the Earth on its own axis
- d. that the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth.

Breadth of study

Teaching should ensure that 'scientific enquiry' is taught through contexts taken from the sections on 'life processes and living things', 'materials and their properties' and 'physical processes'.

Knowledge, skills and understanding

1. During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of domestic and environmental contexts that are familiar and of interest to them
- b. looking at the part science has played in the development of many useful things
- c. using a range of sources of information and data, including ICT-based sources
- d. using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.

2. During the key stage, pupils should be taught to:

Communication

- a. use appropriate scientific language and terms, including SI units of measurement [for example, metre, newton] , to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

Health and safety

- b. recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

Cross reference to English

En1 Speaking and listening: Breadth of study

10. The range of purposes should include:

- a. investigating, selecting, sorting
- b. planning, predicting, exploring
- c. explaining, reporting, evaluating

En3 Writing: Breadth of study

9. The range of purposes for writing should include:

- b. to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- c. to persuade, focusing on how arguments and evidence are built up and language used to convince the reader
- d. to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it

Cross reference to mathematics

Ma3 Shape, space and measures: Using and applying shape, space and measures

1. Pupils should be taught to:

- a. recognise the need for standard units of measurement

Attainment targets for Science

Attainment target 1: Sc1 Scientific enquiry

Level 1

Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways [for example, talking about their work, through drawings, simple charts].

Level 2

Pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. They use simple texts, with help, to find information. They use simple equipment provided and make observations related to their task. They observe and compare objects, living things and events. They describe their observations using scientific vocabulary and record them, using simple tables when appropriate. They say whether what happened was what they expected.

Level 3

Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. They record their observations in a variety of ways. They provide explanations for observations and for simple patterns in recorded measurements. They communicate in a scientific way what they have found out and suggest improvements in their work.

Level 4

Pupils recognise that scientific ideas are based on evidence. In their own investigative work, they decide on an appropriate approach [for example, using a fair test] to answer a question. Where appropriate, they describe, or show in the way they perform their task, how to vary one factor while keeping others the same. Where appropriate, they make predictions. They select information from sources provided for them. They select suitable equipment and make a series of observations and measurements that are adequate for the task. They record their observations, comparisons and measurements using tables and bar charts. They begin to plot points to form simple graphs, and use these graphs to point out and interpret patterns in their data. They begin to relate their conclusions to these patterns and to scientific knowledge and understanding, and to communicate them with appropriate scientific language. They suggest improvements in their work, giving reasons.

Level 5

Pupils describe how experimental evidence and creative thinking have been combined to provide a scientific explanation [for example, Jenner's work on vaccination at key stage 2, Lavoisier's work on burning at key stage 3]. When they try to answer a scientific question, they identify an appropriate approach. They select from a range of sources of information. When the investigation involves a fair test, they identify key factors to be considered. Where appropriate, they make predictions based on their scientific knowledge and understanding. They select apparatus for a range of tasks and plan to use it effectively. They make a series of observations, comparisons or measurements with precision appropriate to the task. They begin to

repeat observations and measurements and to offer simple explanations for any differences they encounter. They record observations and measurements systematically and, where appropriate, present data as line graphs. They draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding. They make practical suggestions about how their working methods could be improved. They use appropriate scientific language and conventions to communicate quantitative and qualitative data.

Attainment target 2: Sc2 Life processes and living things

Level 1

Pupils recognise and name external parts of the body [for example, head, arm] and of plants [for example, leaf, flower]. They communicate observations of a range of animals and plants in terms of features [for example, colour of coat, size of leaf]. They recognise and identify a range of common animals [for example, fly, goldfish, robin].

Level 2

Pupils use their knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. They recognise that living things grow and reproduce. They sort living things into groups, using simple features. They describe the basis for their groupings [for example, number of legs, shape of leaf]. They recognise that different living things are found in different places [for example, ponds, woods].

Level 3

Pupils use their knowledge and understanding of basic life processes [for example, growth, reproduction] when they describe differences between living and nonliving things. They provide simple explanations for changes in living things [for example, diet affecting the health of humans or other animals, lack of light or water altering plant growth]. They identify ways in which an animal is suited to its environment [for example, a fish having fins to help it swim].

Level 4

Pupils demonstrate knowledge and understanding of life processes and living things drawn from the key stage 2 or key stage 3 programme of study. They use scientific names for some major organs of body systems [for example, the heart at key stage 2, the stomach at key stage 3] and identify the position of these organs in the human body. They identify organs [for example, stamen at key stage 2, stigma, root hairs at key stage 3] of different plants they observe. They use keys based on observable external features to help them to identify and group living things systematically. They recognise that feeding relationships exist between plants and animals in a habitat, and describe these relationships using food chains and terms [for example, predator and prey].

Level 5

Pupils demonstrate an increasing knowledge and understanding of life processes and living things drawn from the key stage 2 or key stage 3 programme of study. They describe the main functions of organs of the human body [for example, the heart at key stage 2, stomach at key stage 3], and of the plant [for example, the stamen at key stage 2, root hairs at key stage 3]. They explain how these functions are essential to the organism. They describe the main stages of the life cycles of humans and flowering plants and point out similarities. They recognise that there is a great variety of living things and understand the

importance of classification. They explain that different organisms are found in different habitats because of differences in environmental factors [for example, the availability of light or water].

Attainment target 3: Sc3 Materials and their properties

Level 1

Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.

Level 2

Pupils identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms [for example, shininess, hardness, smoothness]. They describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching.

Level 3

Pupils use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties. They explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables]. They recognise that some changes [for example, the freezing of water] can be reversed and some [for example, the baking of clay] cannot, and they classify changes in this way.

Level 4

Pupils demonstrate knowledge and understanding of materials and their properties drawn from the key stage 2 or key stage 3 programme of study. They describe differences between the properties of different materials and explain how these differences are used to classify substances [for example, as solids, liquids, gases at key stage 2, as acids, alkalis at key stage 3]. They describe some methods [for example, filtration, distillation] that are used to separate simple mixtures. They use scientific terms [for example, evaporation, condensation] to describe changes. They use knowledge about some reversible and irreversible changes to make simple predictions about whether other changes are reversible or not.

Level 5

Pupils demonstrate an increasing knowledge and understanding of materials and their properties drawn from the key stage 2 or key stage 3 programme of study. They describe some metallic properties [for example, good electrical conductivity] and use these properties to distinguish metals from other solids. They identify a range of contexts in which changes [for example, evaporation, condensation] take place. They use knowledge about how a specific mixture [for example, salt and water, sand and water] can be separated to suggest ways in which other similar mixtures might be separated.

Attainment target 4: Sc4 Physical processes

Level 1

Pupils communicate observations of changes in light, sound or movement that result from actions [for example, switching on a simple electrical circuit, pushing and pulling objects]. They recognise that sound and light come from a variety of sources and name some of these.

Level 2

Pupils know about a range of physical phenomena and recognise and describe similarities and differences associated with them. They compare the way in which devices [for example, bulbs] work in different electrical circuits. They compare the brightness or colour of lights, and the loudness or pitch of sounds. They compare the movement of different objects in terms of speed or direction.

Level 3

Pupils use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, a bulb failing to light because of a break in an electrical circuit, the direction or speed of movement of an object changing because of a push or a pull]. They begin to make simple generalisations about physical phenomena [for example, explaining that sounds they hear become fainter the further they are from the source].

Level 4

Pupils demonstrate knowledge and understanding of physical processes drawn from the key stage 2 or key stage 3 programme of study. They describe and explain physical phenomena [for example, how a particular device may be connected to work in an electrical circuit, how the apparent position of the Sun changes over the course of a day]. They make generalisations about physical phenomena [for example, motion is affected by forces, including gravitational attraction, magnetic attraction and friction]. They use physical ideas to explain simple phenomena [for example, the formation of shadows, sounds being heard through a variety of materials].

Level 5

Pupils demonstrate knowledge and understanding of physical processes drawn from the key stage 2 or key stage 3 programme of study. They use ideas to explain how to make a range of changes [for example, altering the current in a circuit, altering the pitch or loudness of a sound]. They use some abstract ideas in descriptions of familiar phenomena [for example, objects are seen when light from them enters the eye at key stage 2, forces are balanced when an object is stationary at key stage 3]. They use simple models to explain effects that are caused by the movement of the Earth [for example, the length of a day or year].

The Importance of Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge because Science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through Science, pupils understand how major scientific ideas contribute to technological change-impacting on industry, business and medicine and improving quality of life. Pupils recognise the cultural significance of Science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. (National Curriculum)

Planning Science

The school follows the QCA scheme of work to plan science. We will continue to review and develop the planning to take into account new opportunities, resources and changing pupil needs. Each Key Stage is timetabled for two hours of Science per week.

Planning is efficient and effective when:

- it enables teachers to provide a coherent, relevant and engaging curriculum that promotes continuity in pupils' learning
- it shows clear objectives and how these will be achieved
- existing plans are adapted using high-quality published resources as starting points and supports the schools' ongoing review of the curriculum
- it uses ICT to support learning

There are three levels of planning:

- long-term plans
- medium-term plans
- short-term plans

Assessing Science

Each term, Science will be assessed against the QCA units of work. Each topic gives clear guidelines for assessing pupil progress and these will inform teacher assessment.

At the end of the year, Science will be assessed against the National Curriculum Level descriptors, end of topic assessment will be used support judgements.

Assessment Calendar for Science

Year 1

Autumn 2-Teacher Assessment of Science

Spring 2-Teacher Assessment of Science

Summer 1 and 2-Teacher Assessment of Science

Year 2

Autumn 1-On entry assessments

Spring 2-Teacher Assessment of Science

Summer 2-KS1 Science 2009 SAT

Year 3

Autumn 2-Teacher assessment

Spring 2-Teacher assessment

Summer 2-Year 3 Optional SAT for Science

Year 4

Autumn 1-Year 3 Optional SAT

Spring 2-Teacher assessment

Summer 2-Year 4 Optional SAT

Year 5

Autumn 1-KS2 SAT (2003)

Autumn 2-KS2 SAT (2007)

Spring 2-KS2 SAT (2004)

Summer 2-KS2 SAT (2006)

Year 6

Autumn 2-KS2 SAT (2009)

Spring 2-KS2 SAT (2010)

Northwood Park Primary School-Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me, Myself and I	Celebrations	Toys- (Old/New/Movement)	Vehicles	Mini Beasts/plants	Mini Beasts/Plants
Year 1 Links to Topic work:	1a- Ourselves Babies and play	1c- Sorting and using Materials. Clothes and Coverings	1e-Pushes and Pulls Homes and houses	Light and Dark Changes	Growing Plants Talking Time	Sound and Hearing Talking Time
Year 2 Links to Topic work:	Grouping and changing Materials Fire-heat	Health and Growth Fighting Fit	Forces Famous People	Plants and Animals Family and Friends	Variations Global Gardens	Electricity Oceans and Seas
Year 3 Links to Topic work:	Helping Plants grow well Jack and the Beanstalk	Teeth and Eating Healthy Me/Romans	Magnets and Springs	Materials Settlements	Light and Shadow	Rocks and Soils Mighty Mountains
Year 4 Links to Topic work:	Habitats Rainforests	Moving and Growing	Keeping Warm	Solids/Liquids/ Gases	Friction	Circuits and Conductors
Year 5 Links to Topic work:	Keeping Healthy Greeks- Olympics	Gases around us	Changing Sounds Victorians	Change of State Water Worlds/Water Cycle	Flowering Plants	Earth, Sun and Moon
Year 6 Links to Topic work:	Micro Organisms How we see things Changing circuits	Interdependence and Adaptation Forces in Action	More about dissolving Reversible and irreversible changes	Revision	Revision	Enquiry in environmental and technological contexts