BPS SCIENCE
LKS2 EVEN

LKS2: EVEN					
Autumn		**Spring**		**Summer**	
Classifying living things & their habitats	**Health & Movement**	**Teeth & the digestive system**	**What do scientists do?**	**States of matter (inc. the water cycle)**	**Fossils, rocks & soils**
Key Vocabulary Habitat, variety , organisms, characteristics, classification, key, identify, environments, vertebrate, invertebrate, mammal, amphibian, insect, reptile, fish, plants N.C. Y4 PoS	**Key Vocabulary** Balanced diet, intolerance, celiac, vegetarian, lactose intolerant, omnivore, carnivore, herbivore, food source, growth, energy, repair, dairy, carbohydrate, protein, starch, skeleton, food group N.C. Y3 PoS (Animals including humans)	**Key Vocabulary** Carnivore, herbivore, omnivore, teeth, canine, molar, function, food chain, sets of teeth, digestive system, food source, digest, digesting, function, stomach, intestine, oesophagus, organs N.C. Y4 PoS (Animals including humans)	**Key Vocabulary** Branches of science, patterns, similarities, variables, observations, conclusions, data, record, method, classify, hypothesis, conclude, predict, describe Working Scientifically	**Key Vocabulary** Solid, liquid, gas, sort, melting, freezing, difference, evaporate, evaporation, condensation, precipitation, material, water cycle N.C. Y4 PoS	**Key Vocabulary** Sedimentary, igneous, metamorphic, fossil, formed, excavation, erosion, permeable, layers, types N.C. Y3 PoS
Scientific Concepts					
Diversity Life cycles Interactions Energy Systems					

Scientific Knowledge to be covered throughout the year				
Term	Disciplinary Knowledge	Biology	Chemistry	Physics
Autumn 1: Classifying living things & their habitats	<u>Comparative and fair testing</u> • **Y3:** Know that an investigation includes simple, practical enquiries.	• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.		

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Autumn 2: Health & Movement	• **Y3:** Know that measurements can be taken using a range of equipment. • **Y3:** Know that comparative tests can be carried out • **Y4:** Know that an experiment has variables • **Y4:** Know that experiments have to be fair **Identifying and classifying** • **Y3:** Know that identified criteria will determine how living and non-living things are classified. • **Y3:** Know that keys can be used when grouping, sorting and classifying. • **Y4:** Know that scientific ideas and processes determine how living and non- living things are classified and sorted using branching keys. **Gathering and recording** • **Y3:** Know that patterns can be naturally occurring. • **Y3:** Know that conclusions can be formed based on findings.	• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement.		
Spring 1: Teeth & the digestive system		• 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.		
Spring 2: What do scientists do? (Scientific Working)				
Summer 1: States of matter (inc. the water cycle)			• 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	

Summer 2: Fossils, rocks & soils	• **Y3:** Know that a range of bar charts, tables and pictograms are used to show measurements. • **Y4:** Know that patterns can be identified in results. • **Y4:** Know that patterns can be identified through data collection.		• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).	