

Subject Name:	Science
Curriculum Intent Statement	
<p>Our intent is to provide a Science curriculum, which will develop scientific knowledge, skills and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Our teaching of science encourages our children to; think critically about the world; know how science supports them in everyday life; and solve problems with a positive, resilient attitude.</p>	
Autumn Term 1	
<p>Light</p> <ul style="list-style-type: none"> To find patterns in the way that the size of shadows change. 	
Autumn Term 2	
<p>Living things and their habitats</p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things. To give reasons for classifying plants and animals based on specific characteristics 	
Spring Term 1	
<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	
Spring Term 2	
<p>Materials</p> <ul style="list-style-type: none"> To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	

Summer Term 1

Animals, including humans

- To identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Summer Term 2

Electricity

- To compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches.
- To use recognised symbols when representing a simple circuit in a diagram.