



## National Curriculum Science Lower Key Stage 2

Science National Curriculum Objectives (LKS2)		Where are they taught?
<b>Pupils should be taught to...</b>		
<b>Plants</b>	identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers	Under the Canopy
	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	
	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	
<b>Animals, Including Humans</b>	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	LKS2 3D PSHE C1 U3 L1, L2 (within Come Fly With Me! Africa)
	identify that humans and some other animals have skeletons and muscle for support, protection and movement	Come Fly With Me! Africa
	describe the simple functions of the basic parts of the digestive system	
	identify the different types of teeth on humans and their simple functions	
	construct and interpret a variety of food chains, identifying producers, predators and prey	
<b>Rocks</b>	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Rocky the Findosaur
	describe in simple terms how fossils are formed when things that have lived are trapped within rock	
	recognise that soils are made from rocks and organic matter	



<b>Light</b>	know that light is reflected from surfaces	A World of Difference Cry Freedom
	find patterns in the way that the size of shadows change	
	know that shadows are formed when the light from a light source is blocked by a solid object	Light Up the World (KS1)
	recognise that light from the Sun can be dangerous and that there are ways to protect their eyes	
	recognise that we need light in order to see things and that dark is the absence of light	
<b>Forces and Magnets</b>	compare how things move on different surfaces	Land Ahoy and The Beachcombers (KS1) May the Force Be With You
	notice that some forces need contact between two objects and some forces act at a distance	May the Force Be With You
	observe how magnets attract or repel each other and attract some materials and not others	
	describe magnets as having two poles	
	predict whether two magnets will attract or repel each other, depending on which poles are facing	
	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	
<b>Living Things and Their Habitats</b>	recognise that living things can be grouped in a variety of ways	Come Fly With Me! Africa
	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	Going Wild (KS1)
<b>States of Matter</b>	compare and group materials together, according to whether they are solids, liquids or gases	Rocky the Findosaur
	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	



<b>Sound</b>	identify how sounds are made, associating some of them with something vibrating	Picture Our Planet
	know that vibrations from sounds travel through a medium to the ear	
	find patterns between the volume of a sound and the strength of the vibrations that produce it	
	find patterns between the pitch of a sound and the feature of the object that produced it	
	recognise that sounds get fainter as the distance from the sound source increases	Land Ahoy! and The Beachcombers (KS1)
<b>Electricity</b>	identify common appliances that run on electricity	Zero to Hero (KS1) Lightning Speed
	construct a simple series electrical circuit and demonstrate this, 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	Lightning Speed
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	
	recognise some common conductors and insulators, and associate metals with being good conductors	