



Holy Trinity Academy

Science overview and assessment (2018 onwards)

<u>Term</u>	<u>Topic – Hamilton Trust (KS1 and 2)</u>	<u>Teacher assessment framework statement</u>
<u>YR</u>		
Term 1	Ourselves– Identify the main parts of the body and understand the senses	Children look closely at similarities, differences, patterns and change.
Term 2	Stories/ Gruffalo/ Christmas - Shadows	Children look closely at similarities, differences, patterns and change.
Term 3	Space – Night and day, planets, Moon and Sun	Children look closely at similarities, differences, patterns and change.
Term 4	Materials – Build an egg protector for Humpty Dumpty	Children know about similarities and differences in relation to places, objects, materials and living things.
Term 5	Animals – Living eggs project	Children make observations of animals and plants and explain why some things occur and talk about changes.
Term 6	Places – ice, melting, floating and sinking (Boat making)	Children talk about the features of their own immediate environment and how environments might vary from one another.
<u>Year 1</u>		
Term 1	Animals including humans – Ourselves	Name and locate parts of the human body, including those related to the senses

Term 2	Animals including humans – our pets	Describe and compare the observable features of animals from a range of groups. Group animals according to what they eat
Term 3	Everyday materials -Let's build	Distinguish objects from materials, describe their properties, identify and group everyday materials
Term 4	Everyday materials – Marvellous materials	
Term 5	Seasonal changes – Weather	Describe seasonal changes
Term 6	Plants	
<u>Year 2</u>		
Term 1	Animals including humans – Healthy animals	Describe the importance of exercise, a balance diet and hygiene for humans Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.
Term 2	Habitats	Name plants and animals and say how they are suited to different habitats Identify if things are alive, dead or have never lived
Term 3	Everyday materials – Materials matter	Compare the suitability of materials for different uses.
Term 4	Everyday materials – Squash, Bend, Twist, Stretch	
Term 5	Plants – Ready, steady, grow	Describe the basic needs of plants for survival and the impact of changing these – and the main changes as seeds and bulbs grow into mature plants

Term 6	Living things and their habitats – gardens and allotments	Describe how animals get their food from other animals and/or from plants and use simple food chains to describe these relationships
<u>Year 3</u>		
Term 1	Animals including humans – keeping healthy	Name and describe the functions of the main parts of the musculoskeletal system
Term 2	Light – Light and shadows	The formation and size of shadows
Term 3	Rocks – Rocks and fossils	Group and identify rocks according to their properties, based on first-hand observation Describe how fossils are formed
Term 4	Forces and magnets	Describe the effects of simple forces that act at a distance (magnetic forces, including those between like and unlike magnetic poles)
Term 5	Plants – roots and shoots	Name, locate and describe the functions of the main parts of plants, including those in transporting water and nutrients
Term 6	Plants – artful flowers, fruits and seeds	Describe the requirements of plants for life and growth
<u>Year 4</u>		
Term 1	Electricity	
Term 2	States of matter	Describe the characteristics of different states of matter and group materials on this basis; describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

Term 3	Sound	Use the idea that sounds are associated with vibrations and that they require a medium to travel through, to explain how sounds are made and heard Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
Term 4	Living things and their habitats	Explain how environmental changes have an impact on living things Construct and interpret food chains
Term 5	Animals including humans – 'Excuse me, are they your teeth?'	Name and describe the functions of the main parts of the digestive system
Term 6	Living things and their habitats – Help our habitats	Explain how environmental changes have an impact on living things
<u>Year 5</u>		
Term 1	Earth and Space	Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.
Term 2	Forces – Parachutes, Levers and Pulleys	Describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity Identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force
Term 3	Properties of Materials	Group and identify materials in different ways, according to their properties, based on first hand observation; and justify the use of different everyday materials for different uses, based on their properties.
Term 4	Changes of Materials	Identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components. Identify, with reasons, whether changes in materials are reversible or not

Term 5	Living things and their habitats (Life cycles of animals and plants)	Describe and compare different reproductive processes and life cycles in animals Name, locate and describe the functions of the main parts of plants, including those involved in reproduction
Term 6	Animals including humans – Life explorers	
<u>Year 6</u>		
Term 1	Light	Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects The formation and shape of shadows.
Term 2	Electricity	Use simple apparatus to construct and control a series circuit and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple circuit diagrams.
Term 3	Living things and their habitats - Classification	Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods Use the basic idea of inheritance, variation and adaptation to describe how living things have changed over time and evolved. Provide evidence for evolution.
Term 4	Animals including humans – blood, heart and the circulatory system Diet, exercise, drugs and alcohol	Name and describe the functions of the main parts of the circulatory system Describe the effects of diet, exercise, drugs and lifestyle on how the body functions
Terms 5 and 6	Science of sport (Revision)	