Wordsworth Science Curriculum

KS2 Animals including humans			
Year 3 Summer 1	**Year 4 Autumn 1**	**Year 5 Summer 2**	**Year 6 Spring 2**
Skills			
• **Set up** a simple **comparative** test e.g. height vs shoe size	• **Set up** a simple, **fair** test	• **Identify** scientific evidence that has been used to support or refute ideas	• **Design** own scientific enquiry including **recognising and controlling variables** where necessary
• **Make simple predictions** based on prior knowledge	• **Make simple predictions** based on prior scientific knowledge	• **Use** test results to **make predictions** to suggest further comparative and fair tests	• **Use** test results to **make predictions** to set up and carry out further comparative and fair tests
• **Record** findings using labelled diagrams	• **Record** findings using simple scientific language and drawings	• **Analyse** given data and draw conclusions from this	• **Record** findings using scientific diagrams and labels, scatter graphs, bar and line graphs. Choose most appropriate ways to present data.
• **Take measurements** using standard units, using a range of equipment	• **Observe** and **compare** changes e.g. teeth experiment • **Report findings** in an written explanation (e.g. recommendation letter to Rainbows)		• **Take measurements** using standard units, with increasing accuracy and precision, taking repeat readings when appropriate
• **Make simple comparisons**			• **Report and present** findings including conclusions and a degree of trust in findings (e.g. compare findings and take average readings of enquiries across the class/year group) • Give an oral report to present findings (e.g. to Team Spirit – sports science)
• Begin to **ask relevant scientific questions**	• **Ask relevant scientific questions**		
• Use straightforward scientific evidence to answer questions	• Use straightforward scientific evidence to answer questions or support their findings		
Knowledge			
• **Identify** that animals, including humans, need the	• **Describe** the simple functions of the basic parts of the	• **Describe** the changes as humans develop to old age (link to puberty and beyond)	• **Identify** and name the main parts of the human circulatory system, and describe the functions of

right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • **Identify** that humans and some other animals have skeletons and muscles for support, protection and movement – Steve has animal skulls and bones to be looked at outside.	digestive system in humans • **Know** the different types of teeth in humans and their simple functions • **Know** what producers, predators and prey in food chains are and **explain** how food chains work. identify producers in the grounds and what might eat it.		the heart, blood vessels and blood • **Recognise** the impact of diet, exercise, drugs and lifestyle on the way their bodies function • **Describe** the ways in which nutrients and water are transported within animals, including humans.