

 TAPS Assessments PHASE 3	Science Curriculum Phase 3 - Year A						
	Ongoing	Autumn 1 Materials and Change of States	Autumn 2 Materials and Change of States	Spring 1 Forces	Spring 2 Electricity	Summer 1 Earth and Space	Summer 2 Living Things and Plants
		Dissolving OR Forensic powders	Insulating layers OR Nappies Absorbency	Paper Planes OR Aqua dynamics OR Bottle Flip OR Titanic Pulleys	Conductive dough OR Bulb Brightness	Solar System research OR Craters OR Space travel Questions	Invertebrate Research OR Life Cycles OR Flower Sampling
	Working Scientifically						
	- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; - using test results to make predictions to set up further comparative and fair tests; - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments.						
	Key Knowledge						
		Separating Mixtures Best taught before Y5 Types of Change. • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Types of Change • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Materials	• demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and cooking. Materials • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Changing Circuits • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	Earth and Space • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Classifying Living Things • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
	Vocabulary						
		solubility, mixing, dissolving, Solution, solvent, solute, reacting / reactants, reversible reaction, irreversible reactions	magnetic, filter, filtration, condensation, evaporation, melting, thermal conductivity, sieving	Gravity, friction, air resistance (drag), water resistance, pulley, gears	Circuit, voltage, cell, components, component names, resistance, conductivity and non-conductivity.	Earth, sea, sun, moon, axis, planets, solar system, star, constellation, Phases of the moon, waxing, waning, gibbous moon, full moon	Classification, mammals, birds, amphibians, fish, reptiles, insects, vertebrates, invertebrates, micro-organisms, bacteria, fungi

PHASE 3		Science Curriculum Phase 3 - Year B					
	Ongoing	Autumn 1 Animals and Humans	Autumn 2 Animals and Humans	Spring 1 Light	Spring 2 Light	Summer 1 Living things and Plants	Summer 2 Living things and Plants
	TAPS Assessments	1. Fossil Habitats 2. Beaks 3. Heartrate Pose		1.Light questions 2.Investigating shadows		1.Growth Survey 2.Jump patterns	
	Working Scientifically						
		During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; - using test results to make predictions to set up further comparative and fair tests; - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Key Knowledge						
		- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Our Bodies - identify and name the main parts of the human circulatory system, and describe the functions of 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.	Light and Sight - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		Life Cycles - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age.		
	Vocabulary						
		Heart, Blood, Circulatory system, blood vessels, veins, arteries, valves, oxygenated, deoxygenated, exercise, pulse, respiration Fossils, adaptation, evolution, characteristics, reproduction, genetics	Light, dark, shadows, blocking, mirror, reflect, reflective, Reflection, refraction, lens, light spectrum, colour ,prism, rainbow, opaque translucent.		Reproduction of mammal, bird, insect and amphibian, offspring, complete / incomplete metamorphosis, hatch Foetus, embryo, womb, gestation, baby, toddler, teenager, puberty, adolescent, adult, elderly, development, growth		