

Alderwood Haven Science Curriculum Overview 2025/26

| Alderwood KS2 Haven Science Curriculum Overview 2025/26 | | | | | | | |
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| Science | Animals including Humans | States of matter | Forces and magnets | Living things and their habitats | Light and sound | Plants | Electricity |
| Core Knowledge | <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own | <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and | <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance | <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider | <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces | <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers investigate the way | <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, |

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| | <p>food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement • describe the simple | <p>measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • know that some | <ul style="list-style-type: none"> • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify | <p>environment</p> <ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. | <ul style="list-style-type: none"> • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change • identify how sounds are | <p>in which water is transported within plants</p> <ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | <p>wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> • 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 • recognise that a switch opens and closes a |
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| | <p>functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> • construct and interpret a variety of food chains, identifying producers, predators and prey. | <p>materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> • demonstrate that dissolving, mixing and changes of state are reversible changes. | <p>some magnetic materials</p> <ul style="list-style-type: none"> • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing • identify the effects of air resistance, water resistance and friction, | | <p>made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and | | <p>circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> • recognise some common conductors and insulators, and associate metals with being good conductors. |
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| | | | <p>that act between moving surfaces</p> <ul style="list-style-type: none"> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | | <p>features of the object that produced it</p> <ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as | | |
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| | | | | | the distance from the sound source increases | | |
| Key skills (Working Scientifically) | Lower KS2 <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. | | | | | | |
| | Upper KS2 <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | | | | | |

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| | <ul style="list-style-type: none">• 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 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. |
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