**Transitioning from PLSC to iPrimary**

This document is designed to help Primary schools moving from the Primary Lower Secondary Curriculum to iPrimary. It indicates iPrimary Science topics that will not have been covered by PLSC by your point of transitioning and will not be revisited. These may need separate teaching to provide students with a solid base for their learning and some teaching ideas are included. The curriculum document will provide further examples of what each objective looks like in practice and should be reviewed to ensure complete coverage.

| Your Year group | Additional iPrimary topics to teach | How you can address these |
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| Year 2 | Y1: Myself | Ensure students are familiar with the basic needs of humans: food, water and air.<br><br>Discuss how students sense the world around them and identify which sense they are using when they are experiencing something.<br><br>Compare photographs of people taken over time.<br><br>Encourage students to use the correct language when talking about their: head, neck, legs and arms (limbs), skin, nose, eyes, mouth, fingers and ears. |
| Year 3 | Y2: Invertebrates | Examine invertebrates in the local environment and discuss their common features and their differences.<br><br>Research the life cycles of some simple invertebrates or observe these practically by keeping some in an appropriate enclosed environment within the classroom. |

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| Year 4 | Y3: Feeding relationships | Conduct an investigation into a local feeding relationship. Test different bird foods to see which food birds like best by monitoring feeding stations. Draw simple food chains to describe relationships. |
| | Y3: Solids, liquids and gases | Use the terms *solid, liquid* or *gas* to describe materials and discuss their relative properties with students. Look more closely at unusual cases, such as sand – which can take on the shape of a container it is poured into but is still a solid. |
| Year 5 | Y3: Feeding relationships | Locate the skull and rib cage on a model, or each other, and describe their function in protecting vital organs. Examine and describe the range of movement provided by joints and understand *joint* as a place where bones meet. |
| | Y3: Solids, liquids and gases<br>Y4: Skeleton and muscles | Practically mix and then attempt to separate solids, such as: sugar and raisins, sugar and flour, split pins and sand. Practically mix *solutions* (liquid and solid) and then attempt to separate them, such as: sugar and water, sand and water. Decide on the most appropriate methods of separation from sieving, filtering, evaporating or using a magnet. Use the terms *solution, filtration* and *evaporation.* |
| | Y4: Mixing and separating solids | |
| | Y4: Making and changing sounds | Investigate sounds through a variety of mediums, such as: water, sand, wood, air and cloth. Investigate how to change the *pitch* and the *volume* of a sound. |

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| Year 6 | Y3: Feeding relationships | |
| | Y4: Mixing and separating solids | |
| | Y5: Plant adaptations | Examine and research plant adaptations to specific environments, using local examples, books and the internet (if available). Investigate the function of roots through the use of coloured dye in water given to plants over time or through further research. |
| | Y5: Living things in danger | Find out the effects of environmental change by observing a patch of ground outside that had been previously covered up. Count and identify invertebrates, noting the differences before and after the ground was covered.<br>Explain the terms *extinct, endangered* and *conservation* and research examples for each from the local and wider areas. |
| | Y5: Seeing and reflecting | Investigate properties of light, including that it appears to travel in straight lines, through examining how shadows are formed, attempting to see in complete darkness (using a darkened room, or sealed black tube with an object at one end) and examining light sources and reflective surfaces. |
| | Y5: Electricity: changing circuits | Examine circuit diagrams and attempt to create circuits from these as well as creating diagrams of existing circuits. Ensure students are familiar with the universal symbols for bulbs, buzzers, batteries (cells), wires, switches and motors. Investigate the effects of varying the number of components in a circuit, including the number and voltage of cells. |