

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Working scientifically</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> <input type="checkbox"/> observing closely, using simple equipment <input type="checkbox"/> performing simple tests <input type="checkbox"/> identifying and classifying <input type="checkbox"/> using their observations and ideas to suggest answers to questions <input type="checkbox"/> gathering and recording data to help in answering questions. 		<p>Working scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asking relevant questions and using different types of scientific enquiries to answer them <input type="checkbox"/> setting up simple practical enquiries, comparative and fair tests <input type="checkbox"/> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <ul style="list-style-type: none"> • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <input type="checkbox"/> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <input type="checkbox"/> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <input type="checkbox"/> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <input type="checkbox"/> identifying differences, similarities or changes related to simple scientific ideas and processes <input type="checkbox"/> using straightforward scientific evidence to answer questions or to support their findings. 		<p>Working scientifically</p> <p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <input type="checkbox"/> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <input type="checkbox"/> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <input type="checkbox"/> using test results to make predictions to set up further comparative and fair tests <input type="checkbox"/> 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 <input type="checkbox"/> identifying scientific evidence that has been used to support or refute ideas or arguments. 	

<p>PLANTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>PLANTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>PLANTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <input type="checkbox"/> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant <input type="checkbox"/> investigate the way in which water is transported within plants <input type="checkbox"/> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>ELECTRICITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify common appliances that run on electricity <input type="checkbox"/> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <input type="checkbox"/> 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 <input type="checkbox"/> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <input type="checkbox"/> recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>FORCES</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <input type="checkbox"/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces <input type="checkbox"/> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>EVOLUTION AND INHERITANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <input type="checkbox"/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <input type="checkbox"/> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common animals including fish, 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> notice that animals, including humans, have offspring which grow into 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify that animals, including humans, need the right types and 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the simple functions of the basic 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the changes as humans develop to old age. 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name the main parts of the human circulatory system, and

<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>adults</p> <ul style="list-style-type: none"> <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>parts of the digestive system in humans</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the different types of teeth in humans and their simple functions <input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and prey. 		<p>describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <input type="checkbox"/> describe the ways in which nutrients and water are transported within animals, including humans.
<p>EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/> describe the simple physical properties of a variety of everyday materials <input type="checkbox"/> compare and group 	<p>USES OF EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>ROCKS</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <input type="checkbox"/> describe in simple terms how fossils are formed when things that have lived are trapped within rock <input type="checkbox"/> recognise that soils are made from rocks and organic matter. 	<p>STATES OF MATTER</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare and group materials together, according to whether they are solids, liquids or gases <input type="checkbox"/> observe that some materials change state when they are heated or cooled, and measure or research the temperature 	<p>PROPERTIES AND CHANGES OF MATERIALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> know that some materials will dissolve in liquid to form a solution, and describe how to 	<p>LIGHT</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that light appears to travel in straight lines <input type="checkbox"/> 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 <input type="checkbox"/> explain that we see things because light travels from light sources to our eyes or from light sources to

<p>together a variety of everyday materials on the basis of their simple physical properties.</p>			<p>at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>recover a substance from a solution</p> <ul style="list-style-type: none"> <input type="checkbox"/> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <input type="checkbox"/> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <input type="checkbox"/> demonstrate that dissolving, mixing and changes of state are reversible changes <input type="checkbox"/> 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. 	<p>objects and then to our eyes <input type="checkbox"/> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
<p>SEASONAL CHANGES</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day 	<p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and compare the differences between things that are living, dead, and things that 	<p>LIGHT</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that they need light in order to see things and that dark is the absence of light <input type="checkbox"/> notice that light is 	<p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that living things can be grouped in a variety of ways <input type="checkbox"/> explore and use 	<p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	<p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe how living things are classified into broad groups according to common observable

<p>length varies.</p>	<p>have never been alive</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including micro-habitats <input type="checkbox"/> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>reflected from surfaces</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that light from the sun can be dangerous and that there are ways to protect their eyes <input type="checkbox"/> recognise that shadows are formed when the light from a light source is blocked by a solid object <input type="checkbox"/> find patterns in the way that the size of shadows change. 	<p>classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> <input type="checkbox"/> describe the life process of reproduction in some plants and animals. 	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <input type="checkbox"/> give reasons for classifying plants and animals based on specific characteristics.
		<p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare how things move on different surfaces <input type="checkbox"/> notice that some forces need contact between two objects, but magnetic forces can act at a distance <input type="checkbox"/> observe how magnets attract or repel each other and attract some materials and not others 	<p>SOUND</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how sounds are made, associating some of them with something vibrating <input type="checkbox"/> recognise that vibrations from sounds travel through a medium to the ear <input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it <input type="checkbox"/> find patterns between 	<p>EARTH AND SPACE</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the movement of the Earth, and other planets, relative to the Sun in the solar system <input type="checkbox"/> describe the movement of the Moon relative to the Earth <input type="checkbox"/> describe the Sun, Earth and Moon as approximately spherical bodies <input type="checkbox"/> use the idea of the Earth's rotation to explain 	<p>ELECTRICITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <input type="checkbox"/> compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and

All objectives taken from National Curriculum 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

		<ul style="list-style-type: none"><input type="checkbox"/> compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials<input type="checkbox"/> describe magnets as having two poles<input type="checkbox"/> predict whether two magnets will attract or repel each other, depending on which poles are facing.	<p>the volume of a sound and the strength of the vibrations that produced it</p> <ul style="list-style-type: none"><input type="checkbox"/> recognise that sounds get fainter as the distance from the sound source increases.	<p>day and night and the apparent movement of the sun across the sky.</p>	<p>the on/off position of switches <input type="checkbox"/> use recognised symbols when representing a simple circuit in a diagram.</p>
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