

Science NC Statutory Requirements Coverage

Statutory Requirement	Unit covered in				
Year 1					
Plants					
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Treasure Island		Seasonal Change		
Identify and describe the basic structure of a variety of common flowering plants including trees.	Celebrations		Seasonal Change		
Animals, including humans					
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Treasure Island	On Safari	Polar Adventurers	Holiday	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Polar Adventurers		On Safari	Holiday	
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Polar Adventurers	On Safari	Treasure Island	Holiday	
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Who am I?		Holiday		
Everyday materials					
Distinguish between an object and the material from which it is made.	Celebrations				
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Celebrations		Holiday		
Describe the simple physical properties of a variety of everyday materials.	Celebrations	On Safari	Polar Adventurers	Treasure Island	Holiday
Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Polar Adventurers				
Seasonal change					
Observe changes across the four seasons.	Seasonal Change				
Observe and describe weather associated with the seasons and how day length varies.	Seasonal Change				
Year 2					
Living things and their habitats					
Explore and compare the differences between things that are living, dead, and things that have never been alive.	Mini Worlds/Pennington Park Trip				
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.	Mini Worlds/Pennington Park Trip				
Identify and name a variety of plants and animals in their habitats, including micro-habitats	Mini Worlds/Pennington Park Trip				
Describe how animals obtain their food from plants and other animals, using the idea of simple food chain, and identify and name different sources of food.	Mini Worlds/Pennington Park Trip				

Plants				
Observe and describe how seeds and bulbs grow into mature plants.	Young gardeners		Little masterchefs	
Find out and describe how plants need water, light and suitable temperatures to grow and stay healthy.	Young gardeners			
Animals, including humans				
Notice that animals, including humans, have offspring which grow into adults.				
Find out about and describe the basic needs of animals, including, for survival (water, food and air)	Little masterchefs			
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Healthy me		Little masterchefs	
Uses of everyday materials				
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Mini Worlds	Materials Monster	Young gardeners	Little masterchefs
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Materials Monster		Move it	

Statutory Requirement	Unit covered in			
Year 3				
Plants				
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	How does your garden grow?			
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.				
Investigate the way in which water is transported within plants.				
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.				
Animals, including humans				
Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Food and our bodies			
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.				
Rocks				
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Earth rocks			
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.				
Recognise that soils are made from rocks and organic matter.				
Light (to be covered by Y4)				
Recognise that they need light in order to see things and that dark is the absence of light.	Mirror, mirror			
Notice that light is reflected from surfaces.				
Recognise that shadows are formed when the light from a light source is blocked by a solid object.				
Recognise that shadows are formed when light from a light source is blocked by a solid object.				
Find patterns in the way that the size of shadows change.				
Forces and magnets				

Compare how things move on different surfaces.	Opposites attract
Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	
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 some magnetic materials.	
Describe magnets as having two poles.	
Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
Year 4	
Living things and their habitats	
Recognise that living things can be grouped in a variety of ways.	Living things
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	
Recognise that environments can change and that this can sometimes pose dangers to living things.	
Animals, including humans (to be covered by Y3)	
Describe simple functions of the basic parts of the digestive system in humans.	Teeth and eating
Identify the different types of teeth in humans and their simple functions.	
Construct and interpret a variety of food chains, identifying producers, predators and prey.	
States of matter	
Compare and group materials together, according to whether they are solids, liquids or gases.	Looking at states
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.	
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Sound	
Identify how sounds are made, associating some of them with something vibrating.	What's that sound?
Recognise that vibrations from sounds travel through a medium to the ear.	
Find patterns between the pitch of a sound and features of the object that produced it.	
Find patterns between the volume of a sound and the strength of the vibrations that produced it.	
Recognise that sounds get fainter as the distance from the sound source increases.	
Electricity	
Identify common appliances that run on electricity.	Power it up!
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	
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 circuit and associate this with whether or not a lamp lights in a simple series circuit.	
Recognise some common conductors and insulators, and associate metals with being good conductors.	
Year 5	
Earth and space	
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Out of this world
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.	

Properties and changes of 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.	Material world
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.	
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	
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.	
Living things and their habitats	
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Circle of life
Describe the life process of reproduction in some plants and animals.	
Animals, including humans	
Describe the changes as humans develop to old age.	Growing up and growing old
Forces	
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Let's get moving
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.	
Year 6	
Living things and their habitats	
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals.	Classifying Critters
Give reasons for classifying plants and animals based on specific characteristics.	
Animals including humans	
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	Staying Alive
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.	
Evolution and inheritance	
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	We're evolving
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.	
Light	
Recognise that light appears to travel in straight lines.	Let it Shine
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	
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.	

Electricity

Associate the brightness of a lamp or 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.

Electrifying!