

Curriculum Checker



Subject: **Science**

✓ Main Programme of Study

✓ Linked Programme of Study

Subject Area	Code	Programme of Study	Year 5 Love To Investigate Choices													Year 6 Love To Investigate Choices										
			Why does milk go off?	What is the life cycle of a mealworm?	How clean are your hands?	Why do planets have craters?	How do rockets lift off?	Can we track the Sun?	How do we know the Earth is round?	Can you clean dirty water?	How does the Moon move?	Do all solids dissolve?	Why do birds lay eggs?	Will it erupt?	Why does a compass always point north?	How do worms reproduce?	Which materials conduct heat?	How does blood flow?	Is green really green?	Why are things classified?	What can your heart rate tell you?	What's in blood?	How can we make red?	What colour is a shadow?	Can fruit light a bulb?	How does inheritance work?
Animals (Including Humans)	Sc A 1 Y5	Describe the changes as humans develop to old age.																								
Animals (Including Humans)	Sc A 1 Y6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.															✓									
Animals (Including Humans)	Sc A 2 Y6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.															✓			✓						
Animals (Including Humans)	Sc A 3 Y6	Describe the ways in which nutrients and water are transported within animals, including humans.																			✓					
Electricity	Sc E 1 Y6	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.																							✓	

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Electricity	Sc E 2 Y6	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.																								
Electricity	Sc E 3 Y6	Use recognised symbols when representing a simple circuit in a diagram.																								
Evolution and Inheritance	Sc EI 1 Y6	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.																								
Evolution and Inheritance	Sc EI 2 Y6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents																								✓
Evolution and Inheritance	Sc EI 3 Y6	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.																								

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Earth and Space	Sc ES 1 Y5	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.								✓															
Earth and Space	Sc ES 2 Y5	Describe the movement of the Moon relative to the Earth.								✓															
Earth and Space	Sc ES 3 Y5	Describe the Sun, Earth and Moon as approximately spherical bodies.						✓																	
Earth and Space	Sc ES 4 Y5	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.							✓																
Forces	Sc F 1 Y5	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.				✓																			
Forces	Sc F 2 Y5	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.																							

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Forces	Sc F 3 Y5	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.																								
Light	Sc L 1 Y6	Recognise that light appears to travel in straight lines.																							✓	
Light	Sc L 2 Y6	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.																								
Light	Sc L 3 Y6	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.																								
Light	Sc L 4 Y6	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.																							✓	
Living Things and their Habitats	Sc LT 1 Y5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.		✓																					✓	

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Living Things and their Habitats	Sc LT 1 Y6	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.																	✓			✓				
Living Things and their Habitats	Sc LT 2 Y5	Describe the life process of reproduction in some plants and animals.		✓							✓			✓												
Living Things and their Habitats	Sc LT 2 Y6	Give reasons for classifying plants and animals based on specific characteristics.																	✓			✓				
Properties and Changing Materials	Sc PCM 1 Y5	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.									✓					✓										

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Properties and Changing Materials	Sc PCM 2 Y5	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.									✓															
Properties and Changing Materials	Sc PCM 3 Y5	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.								✓																
Properties and Changing Materials	Sc PCM 4 Y5	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.											✓		✓											
Properties and Changing Materials	Sc PCM 5 Y5	Demonstrate that dissolving, mixing and changes of state are reversible changes.								✓																

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Properties and Changing Materials	Sc PCM 6 Y5	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.	✓				✓							✓												
Working Scientifically	Sc WS 1 UKS2	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	✓	✓						✓				✓	✓		✓				✓			✓		
Working Scientifically	Sc WS 2 UKS2	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.																						✓		
Working Scientifically	Sc WS 3 UKS2	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.															✓		✓	✓	✓	✓		✓		

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Working Scientifically	Sc WS 4 UKS2	Use test results to make predictions to set up further comparative and fair tests.	✓								✓		✓	✓			✓							✓	
Working Scientifically	Sc WS 5 UKS2	Report and present 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.		✓	✓		✓	✓	✓	✓				✓			✓	✓		✓	✓	✓	✓		✓
Working Scientifically	Sc WS 6 UKS2	Identify scientific evidence that has been used to support or refute ideas or arguments.			✓			✓	✓				✓		✓										✓