# **Stow Heath Primary School**

**Science Curriculum - EYFS** 

Stow Heath Primary School

## Early Years Curriculum:

Pupils should be taught about:

Understanding the World- The World

Nursery Coverage	Reception Coverage
In Nursery pupils will follow these themes.	Reception pupils will follow these themes.
However, these may change as a result of following the children's interests.	However, these may change as a result of following the children's interests.
Autumn Term – Once upon a fairy tale (Nursery rhymes and action rhymes)	Autumn Term – I wonder what makes a story
Spring Term – I wonder what grows	Spring Term – We can be heroes
Summer Term – Culture and Communities	Summer Term - The World Around Us
Nursery End points	Reception End points
<ul> <li>Know vocabulary associated to plant life cycles, e.g. seed, seedling, flower, leaf, soil, grow, water, die.</li> <li>Know vocabulary associated with animal life cycles, e.g. a duckling – egg, duckling (baby), feathers, warmth, food, water, die.</li> <li>Know vocabulary associated with forces, e.g. push, pull, twist, stretch, bend, snap, move.</li> <li>Know vocabulary associated with shadows, e.g. light, dark, longer, shorter, sun, torch, block and shine.</li> <li>Know vocabulary associated with changes of materials when they heat or cool, e.g. melt, warm, hot, freeze, cold, cool, hard (solid), runny (liquid).</li> <li>Know the terms float and sink</li> </ul>	<ul> <li>ELG</li> <li>Make comments about what they have heard and ask questions to clarify their understanding. (C&amp;L)</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED)</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UtW)</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UtW)</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UtW)</li> </ul>

## Science Curriculum - Key Stage 1

### National Curriculum

Statutory Requirements

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: 🛛

- asking simple questions and recognising that they can be answered in different ways 🛛
- observing closely, using simple equipment 🛛
- performing simple tests 2
- identifying and classifying 🛛

<ul> <li>using their observations and ideas to suggest answers to questions I</li> </ul>
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• gathering and recording data to help in answering questions.

National Curriculum: Year 1	National Curriculum: Year 2
<u>Plants</u>	Living things and their habitats
Pupils should be taught to: 🛛	Pupils should be taught to: 🛛
• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 🛛	explore and compare the differences between things that are living, dead, and things that have never been
<ul> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	alive 🛙
Animals, including humans	<ul> <li>identify that most living things live in habitats to which they are suited and describe how different habitats</li> </ul>
Pupils should be taught to: 🛛	provide for the basic needs of different kinds of animals and plants, and how they depend on each other 🛽
• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	• identify and name a variety of plants and animals in their habitats, including microhabitats 🛛
identify and name a variety of common animals that are carnivores, herbivores and omnivores	<ul> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</li> </ul>
• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and	and identify and name different sources of food.
mammals, including pets) 🛛	Plants
<ul> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is</li> </ul>	Pupils should be taught to: 🛛
associated with each sense	<ul> <li>observe and describe how seeds and bulbs grow into mature plants 2</li> </ul>
Everyday Materials	<ul> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
Pupils should be taught to: 12	Animals, including humans
<ul> <li>distinguish between an object and the material from which it is made 2</li> </ul>	Pupils should be taught to: 🛛
<ul> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials.</li> </ul>	<ul> <li>notice that animals, including humans, have offspring which grow into adults </li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>
<ul> <li>describe the simple physical properties of a variety of everyday materials</li> </ul>	
<ul> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	
Seasonal change	hygiene.
Pupils should be taught to: 2	Uses of everyday materials
<ul> <li>observe changes across the four seasons I</li> </ul>	Pupils should be taught to: 2
<ul> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,
	brick, rock, paper and cardboard for particular uses 🛛
	• find out how the shapes of solid objects made from some materials can be changed by squashing, bending,
	twisting and stretching.
Year 1 Coverage	Year 2 Coverage
Autumn Term 1 – 'Houses and Homes'	Autumn Term 1 – 'Wolverhampton and Castles'
Materials	Animals including humans (exercise and healthy living)
Autumn Term 2 – 'Houses and Homes'	Autumn Term 2 – 'Wolverhampton and Castles'
Animals including humans (senses)	Materials and their properties
Spring Term 1 – 'People who help us'	Spring Term 1 – 'Explorers'
Spring Term 2 – 'The local area'	Animals including humans (living things and life cycles)
Materials (floating and sinking)	Spring Term 2 – 'Africa'
Summer Term 1 – 'The Titanic'	Living things and their habitats
Plants	Summer Term 1 – 'Off to the seaside'
Summer Term 2 – 'Hot and cold places'	Plants
Animals including humans (animals)	Summer Term 2 – 'Off to the seaside'
	Working scientifically

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Seasonal change	used.	
I can observe and comment on changes across the 4 seasons.	I can observe and comment on changes across the 4 seasons.	
	I can observe and describe weather that is associated with the seasons	

I can observe an describe how day length varies	I can explore how shapes of solid objects from some materials can be changed by squashing, bending, twisting and
Exc - I can describe and compare the changes that happen in the four seasons	stretching. Exc – I can justify the suitability of a variety of everyday materials.
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## Science Curriculum –Lower Key Stage 2

#### National Curriculum

#### Statutory Requirements

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:

- asking relevant questions and using different types of scientific enquiries to answer them 2
- 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.

• Using straightforward scientific evidence to answer questions of to support their midnigs.	
National Curriculum:	National Curriculum:
<u>Plants</u>	Living things and their habitats
Pupils should be taught to: 🛙	Pupils should be taught to: 🛛
<ul> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and</li> </ul>	<ul> <li>recognise that living things can be grouped in a variety of ways 2</li> </ul>
flowers 🛛	explore and use classification keys to help group, identify and name a variety of living things in their local
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to	and wider environment 🛛
grow) and how they vary from plant to plant 🛛	<ul> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
<ul> <li>investigate the way in which water is transported within plants I</li> </ul>	Animals, including humans
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation	Pupils should be taught to: 🛛
and seed dispersal.	<ul> <li>describe the simple functions of the basic parts of the digestive system in humans II</li> </ul>
Animals, including humans	<ul> <li>identify the different types of teeth in humans and their simple functions I</li> </ul>
Pupils should be taught to: 🛛	<ul> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot	States of matter
make their own food; they get nutrition from what they eat ${f D}$	Pupils should be taught to: 🛛
<ul> <li>identify that humans and some other animals have skeletons and muscles for support, protection and</li> </ul>	compare and group materials together, according to whether they are solids, liquids or gases
movement.	observe that some materials change state when they are heated or cooled, and measure or research the
Rocks	temperature at which this happens in degrees Celsius (°C) 🛛
Pupils should be taught to: 🛛	identify the part played by evaporation and condensation in the water cycle and associate the rate of
<ul> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical</li> </ul>	evaporation with temperature.
properties 🛛	Sound
• describe in simple terms how fossils are formed when things that have lived are trapped within rock 🛛	Pupils should be taught to: 🛛
recognise that soils are made from rocks and organic matter.	<ul> <li>identify how sounds are made, associating some of them with something vibrating IP</li> </ul>
Light	<ul> <li>recognise that vibrations from sounds travel through a medium to the ear I</li> </ul>
Pupils should be taught to: 🛛	<ul> <li>find patterns between the pitch of a sound and features of the object that produced it I</li> </ul>
<ul> <li>recognise that they need light in order to see things and that dark is the absence of light </li> </ul>	<ul> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>
<ul> <li>notice that light is reflected from surfaces I</li> </ul>	<ul> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
• recognise that light from the sun can be dangerous and that there are ways to protect their eyes 🛙	Electricity
<ul> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul>	Pupils should be taught to: 🛛
find patterns in the way that the size of shadows change.	identify common appliances that run on electricity
Forces and Magnets	<ul> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs,</li> </ul>
Pupils should be taught to: 🛛	switches and buzzers 🛛
• compare how things move on different surfaces 🛛	• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part
<ul> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> </ul>	of a complete loop with a battery 🛛
observe how magnets attract or repel each other and attract some materials and not others	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a
compare and group together a variety of everyday materials on the basis of whether they are attracted to a	simple series circuit 🛛
magnet, and identify some magnetic materials 🛛	recognise some common conductors and insulators, and associate metals with being good conductors.
<ul> <li>describe magnets as having two poles 2</li> </ul>	

predict whether two magnets will attract or repel each other, depending on which poles are facing.	
Year 3 Coverage	Year 4 Coverage
Autumn Term 1 – 'Our local area – Now and Then (a Victorian era)'	Autumn Term 1 – 'H2O'
Light	Electricity
Autumn Term 2 – 'Our local area – Now and Then (a Victorian era)'	Autumn Term 2 – 'The Black Country'
Animals including humans	States of Matter
Spring Term 1 – 'Stone Age to Iron Age'	Spring Term 1 – 'The Midlands'
Rocks, stones and soils	Sound
Spring Term 2 – 'Stone Age to Iron Age'	Spring Term 2 – 'Saxons and Vikings'
Forces and magnets	Sound
Summer Term 1 – 'Rome – earthquakes and volcanoes'	Summer Term 1 – 'London – Now and Then'
Plants	Animals including humans
Summer Term 2 – 'Rome – earthquakes and volcanoes'	Summer Term 2 – 'London – Now and Then'
Working scientifically	Living things and their habitats
Year 3 End points	Year 4 End points
Working scientifically	Working scientifically
I can ask relevant scientific questions and using different types of scientific enquiries to answer them.	I can ask relevant scientific questions and using different types of scientific enquiries to answer them.
I can set up simple practical enquires, comparative and fair tests	I can set up simple practical enquires, comparative and fair tests
I can make systematic and careful observations and where appropriate, take accurate measurements using	I can make systematic and careful observations and where appropriate, take accurate measurements using
standard units, using a range of equipment, including thermometers and data loggers.	standard units, using a range of equipment, including thermometers and data loggers.
I can gather, record, classify and present data in a variety of ways to help in answering questions.	I can gather, record, classify and present data in a variety of ways to help in answering questions.
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
I can report on findings from enquires, including oral and written explanations, displays or presentations of	I can report on findings from enquires, including oral and written explanations, displays or presentations of
results and conclusions.	results and conclusions.
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise	I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise
further questions.	further questions.
I can identify differences, similarities or changes related to simple scientific ideas and processes	I can identify differences, similarities or changes related to simple scientific ideas and processes
I can use straightforward scientific evidence to answer questions or to support their findings.	I can use straightforward scientific evidence to answer questions or to support their findings.
Exc – I can consistently use scientific language and spell key words correctly.	Exc – I can consistently use scientific language and spell key words correctly.
Exc – I can set up simple practical enquiries, comparative and fair tests	Exc – I can gather, record, classify and present data in a variety of ways to help in answering questions
Exc - I can ask relevant questions and beginning to plan different types of scientific enquiries to answer them	Living things and their habitats
Plants	I can recognise that living things can be grouped in a variety of ways
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and	I can explore and use classification keys to help group, identify and name a variety of living things in their local
flowers	and wider environment
I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to	I can recognise that environments can change and that this can sometimes pose dangers to living things.
grow) and how they vary from plant to plant	Exc – I can explore and use classification keys to help group, identify and name a variety of living things in their
I can investigate the way in which water is transported within plants	local and wider environment. Pupils can work upwards and downwards on a key
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation	Animals, including humans
and seed dispersal.	I can describe the simple functions of the basic parts of the digestive system in humans
Exc – I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed	I can identify the different types of teeth in humans and their simple functions
formation and seed dispersal and be able to explain this process using consistently correct scientific vocabulary.	I can construct and interpret a variety of food chains, identifying producers, predators and prey.
Animals, including humans	Exc – I can construct and interpret a variety of food chains, identifying producers, predators and prey. To know
I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot	that all food chains trace back to a green plant
make their own food; they get nutrition from what they eat	Exc – I can identify the different types of teeth in humans and their simple functions. To relate this knowledge to
I can identify that humans and some animals have skeletons and muscles for support, protection and movement	animal teeth & their diet
Exc - I can clearly explain what a balanced diet is using the names of foods from the different food groups	States of matter
Exc - I can identify that humans and some animals have skeletons and muscles for support, protection and	I can compare and group materials together, according to whether they are solids, liquids or gases
movement. Identify what skeletal parts protect which organs of the body.	I can 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 (°C)

Rocks	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical	evaporation with temperature.
properties	Exc – I can name, compare and group materials together, according to whether they are solids, liquids or gases.
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock	Explain that some solids can behave like liquids e.g. powders and grains.
I can recognise that soils are made from rocks and organic matter.	Sound
Exc - I can recognise that soils are made from rocks and organic matter and describe simply the process.	I can identify how sounds are made, associating some of them with something vibrating
Light	I can recognise that vibrations from sounds travel through a medium to the ear
recognise that they need light in order to see things and that dark is the absence of light	I can find patterns between the pitch of a sound and features of the object that produced it
I notice that light is reflected from surfaces	I can find patterns between the volume of a sound and the strength of the vibrations that produced it
I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes	I can recognise that sounds get fainter as the distance from the sound source increases
I can recognise that shadows are formed when the light from a light source is blocked by an opaque object	Exc - I can describe (using comparative language) patterns between the pitch of a sound and features of the
I can find patterns in the way that the size of shadows change	object that produced it
Exc - I can recognise that shadows are formed when the light from a light source is blocked by an opaque	Electricity
objectbegin to explain what happens to the colour of the shadow with translucent objects used to block the	I can identify common appliances that run on electricity.
light	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,
Exc – I can find patterns and use comparative language to explain the way that the size of shadows change.	bulbs, switches and buzzers.
Forces and magnets	I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part
I can compare how things move on different surfaces	of a complete loop with a battery.
I notice that some forces need contact between two objects, but magnetic forces can act at a distance	I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a
I can observe how magnets attract or repel each other and attract some materials and not others	simple series circuit.
I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a	I can recognise some common conductors and insulators, and associate metals with being good conductors
magnet, and identify some magnetic materials	I can identify common appliances that run on electricity.
I can describe magnets as having two poles	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	Exc – I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is
Exc - I can sort a variety of everyday materials on the basis of whether they think they are magnetic/non-	part of a complete loop with a batterypupils may predict/experiment with the number of cells and describe
magnetic. Know not all metals are magneticonly those containing iron/steel.	the effect this has on the brightness of the bulb
	Exc – I can recognise a variety of common conductors and insulators, and associate metals with being good
	conductors. bulbs, switches and buzzers.

#### National Curriculum

#### Statutory Requirements

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: 🛛

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 🛛
- 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.

National Curriculum:	National Curriculum:
Living things and their habitats	Living things and their habitats
Pupils should be taught to: 🛛	Pupils should be taught to: 🛛
• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 🛛	<ul> <li>describe how living things are classified into broad groups according to common observable</li> </ul>
<ul> <li>describe the life process of reproduction in some plants and animals.</li> </ul>	characteristics and based on similarities and differences, including microorganisms, plants and
Animals, including humans	animals 🛛
Pupils should be taught to: 🛛	<ul> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<ul> <li>describe the changes as humans develop to old age.</li> </ul>	Animals including humans
Properties and changes of materials	Pupils should be taught to: 🛛
Pupils should be taught to: 🛛	• identify and name the main parts of the human circulatory system, and describe the functions of the
• compare and group together everyday materials on the basis of their properties, including	heart, blood vessels and blood 🛛
their hardness, solubility, transparency, conductivity (electrical and thermal), and response	<ul> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>
to magnets 🛛	• describe the ways in which nutrients and water are transported within animals, including humans.
<ul> <li>know that some materials will dissolve in liquid to form a solution, and describe how to</li> </ul>	Evolution and inheritance
recover a substance from a solution 🛛	Pupils should be taught to: 🛛
<ul> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated,</li> </ul>	recognise that living things have changed over time and that fossils provide information about living
including through filtering, sieving and evaporating 🛛	things that inhabited the Earth millions of years ago 🛛
• give reasons, based on evidence from comparative and fair tests, for the particular uses of	recognise that living things produce offspring of the same kind, but normally offspring vary and are
everyday materials, including metals, wood and plastic 🛛	not identical to their parents 🛛
<ul> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>	<ul> <li>identify how animals and plants are adapted to suit their environment in different ways and that</li> </ul>
<ul> <li>explain that some changes result in the formation of new materials, and that this kind of</li> </ul>	adaptation may lead to evolution.
change is not usually reversible, including changes associated with burning and the action	<u>Light</u>
of acid on bicarbonate of soda.	Pupils should be taught to: 🛛
Earth and space	<ul> <li>recognise that light appears to travel in straight lines I</li> </ul>
Pupils should be taught to: 🛛	<ul> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out</li> </ul>
<ul> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar</li> </ul>	or reflect light into the eye 🛛
system 🛛	explain that we see things because light travels from light sources to our eyes or from light sources to
<ul> <li>describe the movement of the Moon relative to the Earth I</li> </ul>	objects and then to our eyes 🛛
<ul> <li>describe the Sun, Earth and Moon as approximately spherical bodies I</li> </ul>	<ul> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the</li> </ul>
• use the idea of the Earth's rotation to explain day and night and the apparent movement of	objects that cast them.
the sun across the sky.	<u>Electricity</u>
Forces	Pupils should be taught to: 🛛
Pupils should be taught to: 🛛	<ul> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells</li> </ul>
<ul> <li>explain that unsupported objects fall towards the Earth because of the force of gravity</li> </ul>	used in the circuit 🛛
acting between the Earth and the falling object 🛛	<ul> <li>compare and give reasons for variations in how components function, including the brightness of</li> </ul>
	bulbs, the loudness of buzzers and the on/off position of switches 🛛

identify the effects of air resistance, water resistance and friction, that act between moving	<ul> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
surfaces 🛛	
• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force	
to have a greater effect.	
Year 5 Coverage	Year 6 Coverage
Autumn Term 1 – 'Greece – Now and Then'	Autumn Term 1 – 'World War 2'
Forces	Light
Autumn Term 2 – 'Greece – Now and Then'	Autumn Term 2 – 'World War 2'
Materials	Electricity
Spring Term 1 – 'North America and The Mayans'	Spring Term 1 – 'Settlements, Trade and Ancient Egypt'
Earth and Space	Evolution and inheritance/adaptation
Spring Term 2 – 'North America and The Mayans'	Spring Term 2 – 'Settlements, Trade and Ancient Egypt'
Earth and Space	Animals including humans (living things and life cycles)
Summer Term 1 – 'Amazing Amazon'	Summer Term 1 – 'Inspire Me!'
Living things and their habitat	Living things and their habitats (classification)
Summer Term 2 – 'Amazing Amazon'	Summer Term 2 – Enterprise
Animals including humans (humans)	Living things and their habitats (classification)
Year 5 End points	Year 6 End points
Working scientifically	Working scientifically
I can plan different types of scientific enquiries to answer questions, including recognising and	I can plan different types of scientific enquiries to answer questions, including recognising and controlling
controlling variables where necessary	variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and	I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking
precision, taking repeat readings when appropriate	repeat readings when appropriate
I can record data and results of increasing complexity using scientific diagrams and labels,	I can record data and results of increasing complexity using scientific diagrams and labels, classification keys,
classification keys, tables, scatter graphs, bar and line graphs	tables, scatter graphs, bar and line graphs
	I can use test results to make predictions to set up further comparative and fair tests
I can use test results to make predictions to set up further comparative and fair tests	
I can report and presenting findings from enquiries, including conclusions, causal relationships and	I can report 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	explanations of and degree of trust in results, in oral and written forms such as displays and other
presentations	presentations
I can identify scientific evidence that has been used to support or refute ideas or arguments.	I can identify scientific evidence that has been used to support or refute ideas or arguments.
Exc – I can use and justify test results to make predictions to set up further comparative and fair tests	Exc – I can independently suggesting and creating different types of scientific enquiries to answer questions,
Exc – I can select how to record data and results of increasing complexity from a range of scientific	including recognising and controlling variables where necessary
diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Ecx – I can take measurements by choosing which scientific equipment, with increasing accuracy and precision,
Exc – I can use scientific language to explain and justify my findings	taking repeat readings when appropriate
	Exc – I can choose how to record data and results of increasing complexity using scientific diagrams and labels,
Living things and their habitats	classification keys, tables, scatter graphs, bar and line graphs
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Exc – I can use test results and background knowledge links to make predictions to set up further comparative
I can describe the life process of reproduction in some plants and animals.	and fair tests
Exc – I can describe and explain the differences in the life cycles of a mammal, an amphibian, an	Living things and their habitats
insect and a bird	I can describe how living things are classified into broad groups according to common observable
Animals, including humans	characteristics and based on similarities and differences, including micro-organisms, plants and animals
I can describe the changes as humans develop from birth to old age.	I can give reasons for classifying plants and animals based on specific characteristics.
	ו למון צועב ובמסטויס וטו לומסטוואווצ אומוונס מווע מווווומוס אמספע טון גאפלווע לוומומלנפווגנונס.
Exc - I can describe and explain the changes as humans develop from birth to old age.	
Properties and changes of materials	

I can compare and group together everyday materials based on evidence from comparative and fair	Exc – I can describe how living things are classified into broad and narrow groups according to common
tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and make links between different species.
I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Exc – I can justify reasons for classifying plants and animals based on specific characteristics.
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Animals, including humans I can identify and name the main parts of the human circulatory system, and describe the functions of the
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of	heart, blood vessels and blood
everyday materials, including metals, wood and plastic	I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
I can demonstrate that dissolving, mixing and changes of state are reversible changes	I can describe the ways in which nutrients and water are transported within animals, including humans.
I can explain that some changes result in the formation of new materials, and that this kind of change	Exc – I can describe the ways in which nutrients and water are transported within animals, including humans
is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	and make links to the heart and its function. Exc – I can identify and name the main parts of the human circulatory system, and describe the functions of the
Exc – I can explain that some changes result in the formation of new materials, and that this kind of	heart, blood vessels and blood and make a connection between their functions
change is not usually reversible, including changes associated with burning and the action of acid on	Evolution and inheritance
bicarbonate of soda and make links to real life situations and objects	I can recognise that living things have changed over time and that fossils provide information about living
Exc – I can demonstrate from real life experience that dissolving, mixing and changes of state are	things that inhabited the Earth millions of years ago
reversible changes	I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not
Earth and space	identical to their parents
I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system	I can identify how animals and plants are adapted to suit their environment in different ways and that
I can describe the movement of the Moon relative to the Earth	adaptation may lead to evolution.
I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the	Exc – I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Understand that collections of fossils are key evidence for
Sun across the sky.	the theory of natural selection alongside the work of scientists such as Charles Darwin
Exc - Describe and explain the movement of the Earth, and other planets, relative to the Sun in the	Light
solar system	I can recognise that light appears to travel in straight lines
Forces	I can use the idea that light travels in straight lines to explain that objects are seen because they give out or
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting	reflect light into the eye
between the Earth and the falling object	I can explain that we see things because light travels from light sources to our eyes or from light sources to
I can identify the effects of air resistance, water resistance and friction, that act between moving	objects and then to our eyes
surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to	I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
have a greater effect.	Exc – I can use the idea that light travels in straight lines to explain why shadows have the same shape as the
Exc – I can identify and explain the effects of air resistance, water resistance and friction, that act	objects that cast them and link this to why shadows have different resolutions as they move closer to the light
between moving surfaces and apply to wider world	source.
Exc – I can recognise and identify that mechanisms, including levers, pulleys and gears, allow a	Electricity
smaller force to have a greater effect and how it used in everyday mechanisms.	I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in
	the circuit
	I can 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
	I can use recognised symbols when representing a simple circuit in a diagram.
	Exc - I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells
	used in the circuit and give an explanation.
	Exc – I can compare and explain reasons for variations in how components function, including the brightness of
	bulbs, the loudness of buzzers and the on/off position of switches.