

Science Curriculum Progression

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

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living things and their habitats	<ul style="list-style-type: none"> <li>To recognise that animals live in different habitats</li> <li>To recognise. explore and order a life cycle of an animal e.g. tadpoles.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the reasons animals live in different habitat</li> <li>To recognise. explore and order a life cycle of an animal e.g. tadpole</li> <li>Use subject specific vocab to explain these changes over time.</li> </ul>		<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>

				<ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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</li> </ul>				
<b>Plants</b>	<b>Nursery</b>	<b>Reception</b>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>			
	<ul style="list-style-type: none"> <li>To recognise and comment on the growth of a plant e.g. bean. Using the simple vocab of leaf, stem, root.</li> <li>Understand what a plant needs to grow e.g. water, sunlight, soil</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and comment on the growth of a plant e.g. bean. Using the simple vocab of leaf, stem, root.</li> <li>To record the growth using a diary/pictograms/growth chart.</li> </ul>						

<p><b>Animals, including humans</b></p>		<ul style="list-style-type: none"> <li>▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <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> <li>▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>▪ describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<p><b>Evolution and Inheritance</b></p>							<ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>



	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
<b>Seasonal changes</b>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</li> <li>To observe the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> <li>To observe the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>					
<b>Light</b>					<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change</li> </ul>			<ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<b>Sound</b>					<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the</li> </ul>			

<p><b>Forces and magnets</b></p>			<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▪ 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</li> <li>▪ describe magnets as having 2 poles</li> <li>▪ predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>distance from the sound source increases</p>	<ul style="list-style-type: none"> <li>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>▪ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	
<p><b>Electricity</b></p>					<ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ 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</li> <li>▪ recognise that a switch opens and closes a circuit and associate</li> </ul>		<ul style="list-style-type: none"> <li>▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ 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</li> <li>▪ use recognised symbols when representing a simple circuit in a diagram</li> </ul>

					<p>this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		
<b>Earth and Space</b>						<ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	

EYFS								
Materials	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <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> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the</li> </ul>	
	<ul style="list-style-type: none"> <li>To use appropriate materials and tools to create or build a planned item or object</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate materials and tools to create or build a planned item or object</li> <li>To sort materials depending on their properties</li> </ul>						

							<p>particular uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none"><li>▪ demonstrate that dissolving, mixing and changes of state are reversible changes</li><li>▪ 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</li></ul>	

YEAR 1		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
<b>SEASONAL CHANGES</b>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <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> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to question</li> <li>gathering and recording data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>using their observations and ideas to suggest answers to question</li> <li>gathering and recording data to help in answering questions.</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Summer, Spring, Autumn, Winter, Sun, day, Moon, night, Light, Dark</li> <li>Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth</li> </ul>	<ul style="list-style-type: none"> <li>Summer, Spring, Autumn, Winter, Sun, day, Moon, night, Light, Dark</li> </ul>

YEAR 1		
PROGRAMME OF STUDY	SPRING 1	SPRING 2
<b>SEASONAL CHANGES</b>		<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>ANIMALS INCLUDING HUMANS</b>	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to question</li> </ul>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>using their observations and ideas to suggest answers to question</li> <li>gathering and recording data to help in answering questions.</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Fish, reptiles, mammals, birds, amphibians (Examples of each of these), herbivore, omnivore, carnivore, leg, arm, elbow, head, ear, nose, back, wings, beak</li> </ul>	<ul style="list-style-type: none"> <li>Summer, Spring, Autumn, Winter, Sun, day, Moon, night, Light, Dark</li> </ul>

YEAR 1		
PROGRAMME OF STUDY	SUMMER 1	SUMMER 2
<b>SEASONAL CHANGES</b>		<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>PLANTS</b>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to question</li> </ul>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>using their observations and ideas to suggest answers to question</li> <li>gathering and recording data to help in answering questions.</li> </ul>

	<ul style="list-style-type: none"><li>▪ gathering and recording data to help in answering questions.</li></ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"><li>▪ Deciduous, evergreen trees, leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem</li></ul>	<ul style="list-style-type: none"><li>▪ Summer, Spring, Autumn, Winter, Sun, day, Moon, night, Light, Dark</li></ul>



**YEAR 2**

<b>PROGRAMME OF STUDY</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>
<b>ANIMALS INCLUDING HUMANS</b>	<ul style="list-style-type: none"> <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> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>performing simple tests</li> <li>identifying and classifying</li> </ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, cleanliness</li> </ul>	

**YEAR 2**

<b>PROGRAMME OF STUDY</b>	<b>SPRING 1</b>	<b>SPRING 2</b>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	
<b>PLANTS</b>		<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>gathering and recording data to help in answering questions.</li> </ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, brick, paper, fabrics, squashing, bending, twisting, stretching elastic, foil</li> </ul>	<ul style="list-style-type: none"> <li>Seeds, bulbs, water, light, temperature, growth</li> </ul>

**YEAR 2**

<b>PROGRAMME OF STUDY</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>LIVING THINGS AND THEIR HABITAT</b>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats 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</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to question</li> <li>gathering and recording data to help in answering questions.</li> </ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Living, dead, habitat, energy, food chain, predator, prey, woodland, pond, desert</li> </ul>	

YEAR 3		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
<b>FORCES</b>	<ul style="list-style-type: none"> <li>▪ compare how things move on different surfaces</li> <li>▪ notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▪ 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</li> <li>▪ describe magnets as having 2 poles</li> <li>▪ predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
<b>ROCKS</b>		<ul style="list-style-type: none"> <li>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>▪ recognise that soils are made from rocks and organic matter</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>▪ Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ Setting up simple practical enquiries, comparative and fair tests</li> <li>▪ Make careful observations</li> <li>▪ Report on findings from enquiries, including oral and written explanations</li> <li>▪ Use results to draw simple conclusions and predictions</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• To set up simple practical enquiries, comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams</li> <li>• Report on findings from enquiries including oral and written explanations, displays or presentations of results.</li> <li>• Identify, differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions.</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▪ Magnetic, force, contact, attract, repel, friction, poles, push, pull, gravity, metallic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent</li> </ul>

YEAR 3		
PROGRAMME OF STUDY	SPRING 1	SPRING 2
<b>LIGHT</b>	<ul style="list-style-type: none"> <li>▪ recognise that they need light in order to see things and that dark is the absence of light</li> <li>▪ notice that light is reflected from surfaces</li> <li>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>▪ find patterns in the way that the size of shadows change</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>▪ Ask relevant questions and use different scientific enquiries to answer them</li> <li>▪ To set up simple practical enquiries, comparative and fair tests</li> <li>▪ Record findings using simple scientific language, drawings and labelled diagrams</li> <li>▪ Use straightforward scientific evidence to answer questions</li> </ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▪ Light, shadows, mirror, reflective, dark, reflection</li> </ul>	

YEAR 3		
PROGRAMME OF STUDY	SUMMER 1	SUMMER 2
<b>PLANTS</b>	<ul style="list-style-type: none"> <li>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>▪ 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</li> <li>▪ investigate the way in which water is transported within plants</li> <li>▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	
<b>ANIMALS INCLUDING HUMANS</b>		<ul style="list-style-type: none"> <li>▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>

<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>▪ Setting up practical enquiries, comparative and fair tests</li> <li>▪ Make careful observations and take measurements using standard units</li> <li>▪ Gather, record, classifying and presenting data in a variety of ways</li> <li>▪ Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>▪ Draw simple conclusions and make predictions for new values</li> <li>▪ Use straightforward scientific evidence to answer questions</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ using results to draw simple conclusions and make simple predictions</li> <li>▪ Make careful observations and where appropriate take accurate measurements using a range of equipment</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>▪ Air, light, water, nutrients, soil, reproduction, transportation, dispersal, pollination, flower, photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Movement, muscles, tendons, ligaments, bones, skull, nutrition, calcium, skeleton, frame, structure, protection</li> </ul>



YEAR 4		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
<b>ELECTRICITY</b>	<ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
<b>SOUND</b>		<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Observe patterns (bulbs get brighter if more cells are added, metals tend to be conductors of electricity, some materials can and cannot be used to connect across a gap in a circuit.</li> <li>Construct simple series circuits trying different components such as bulbs, buzzers and motors including switches and compare.</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<ul style="list-style-type: none"> <li>Find patterns in the sounds that are made by different objects such as elastic bands of different thicknesses.</li> <li>Make phone telephones using string, and compare the volume/pitch of the sounds made.</li> <li>Make and play their own instruments by using what they have found out about pitch and volume.</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
<b>VOCABULARY</b>	Cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators	Volume, vibration, wave, pitch, tone, speaker

YEAR 4		
PROGRAMME OF STUDY	SPRING 1	SPRING 2
<b>ANIMALS, INCLUDING HUMANS</b>	<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Finding out what damages teeth and how to look after them – egg shell experiment. Draw conclusions from their findings suggesting reasons for the differences.</li> <li>Draw and discuss ideas about the digestive system and compare these with images/models.</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, herbivore, carnivore, canine, incisor, molar</li> </ul>	
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**YEAR 4**

<b>PROGRAMME OF STUDY</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>STATES OF MATTER</b>	<ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
<b>LIVING THINGS AND THEIR HABITATS</b>		<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Group and classify a variety of different materials; explore the effect of temperature on substances such as chocolate, butter, cream, water.</li> <li>Research temperature at which materials change state (when iron melts, when oxygen condenses into a liquid).</li> <li>Observe and record evaporation over a period of time (puddle in the playground)</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<ul style="list-style-type: none"> <li>Using and making simple guides or keys to explore and identify local plants and animals</li> <li>Making a guide to local living things</li> <li>Raising and answering questions based on observations of animals and what they have found out about other animals that they have researched</li> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using straightforward scientific evidence to answer questions or to support their findings.</li> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Solid, liquid, gas, evaporation, condensation, precipitation, particles, temperature, freezing, heating, solidifying, Celsius Fahrenheit</li> </ul>	<ul style="list-style-type: none"> <li>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, arachnids, insects, environment, habitats,</li> </ul>

YEAR 5		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
<b>LIVING THINGS AND THEIR HABITATS</b>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>	
<b>PROPERTIES AND CHANGES OF MATERIALS</b>		<ul style="list-style-type: none"> <li>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</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Observe life cycle changes in a variety of living things – Plants and local animals</li> <li>Find out about the work of naturalists (English Biography cross-curricular link)</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>Explore reversible changes, including evaporating, filtering, sieving, melting and dissolving.</li> <li>Investigate that some changes are difficult to reverse – burning and rusting</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Mammal, reproduction, insect, amphibian, bird, offspring,</li> </ul>	<ul style="list-style-type: none"> <li>Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing, insoluble</li> </ul>

YEAR 5		
PROGRAMME OF STUDY	SPRING 1	SPRING 2
<b>EARTH AND SPACE</b>	<ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	
<b>FORCES</b>		<ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Create models of the Sun and Earth that help pupils to explain day and night</li> <li>Comparing the time of day</li> <li>Measuring shadows across the day</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Create parachutes (air resistance)</li> <li>Effects of friction (Car ramps)</li> <li>Levers, pulleys and simple machines – create a catapult</li> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision,</li> </ul>

	<ul style="list-style-type: none"> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Earth, Sun, Moon, axis, rotations, orbit, day, night, season, spherical, satellite, atmosphere, space, celestial, constellation, star</li> </ul>	<ul style="list-style-type: none"> <li>Air resistance, water resistance, friction, gravity, newton, gears, pulleys, weight, mass, vacuum</li> </ul>

**YEAR 5**

<b>PROGRAMME OF STUDY</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>ANIMALS, INCLUDING HUMANS</b>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>	<ul style="list-style-type: none"> <li>Draw timelines of the human lifecycle</li> <li>Diagram changes during puberty</li> <li>Measure height of pupils from Reception to Y6</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty</li> </ul>	

YEAR 6		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
<b>ELECTRICITY</b>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
<b>LIGHT</b>		<ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<b>WORKING SCIENTIFICALLY</b>		
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, volts, amps, cell</li> </ul>	<ul style="list-style-type: none"> <li>Refraction, reflection, light, spectrum, rainbow, colour, shadow</li> </ul>

YEAR 6		
PROGRAMME OF STUDY	SPRING 1	SPRING 2
<b>EVOLUTION AND INHERITANCE</b>	<ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	
<b>ANIMALS, INCLUDING HUMANS</b>		<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
<b>WORKING SCIENTIFICALLY</b>		
<b>VOCABULARY</b>		<ul style="list-style-type: none"> <li>Classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects</li> </ul>

YEAR 6		
PROGRAMME OF STUDY	SUMMER 1	SUMMER 2
<b>LIVING THINGS AND THEIR HABITATS</b>	<ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul>	
<b>WORKING SCIENTIFICALLY</b>		
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Circulatory, heart, blood vessels, veins, arteries, oxygenated, deoxygenated, valve, exercise, respiration</li> </ul>	<ul style="list-style-type: none"> <li>Fossils, adaptation, evolution, characteristics, reproduction, traits, genetics</li> </ul>