

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Science	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
Biology		<b>Living things &amp; their habitats</b> Differentiate living, Dead & non-living Simple food chains & habitats		<b>All living things</b> Classify living things Environments	<b>Living things &amp; their habitats</b> Life cycles of plants & animals: mammal, insect, bird, amphibian	<b>Living things &amp; their habitats</b> Classification incl micro-organisms
	<b>Plants</b> Identify basic plants Identify basic plant parts	<b>Plants</b> Seeds & Bulbs Needs of growing plants	<b>Plants</b> Plants incl parts, lifecycle & requirements for life			<b>Evolution</b> Evolution & Adaptation
	<b>Animals incl Humans</b> Identify & compare common animals Identify & name basic body parts	<b>Animals incl Humans</b> Basic needs of animals & offspring	<b>Animals incl Humans</b> Animals; skeletons & nutrition	<b>Animals incl Humans</b> Digestive system & teeth Food chains	<b>Animals incl Humans</b> Describe changes as humans develop & mature	<b>Animals incl Humans</b> Health & Lifestyles incl circulatory system
Chemistry	<b>Everyday Materials</b> Distinguish between objects & materials Identify name common materials Describe simple properties of some materials	<b>Uses of everyday materials</b> Identify & compare uses of different materials Compare how things move on different surfaces	<b>Rocks</b> Classification of rock types Simple understanding of fossilisation	<b>States of Matter</b> Changes of state The water cycle (Link to Geography curriculum)	<b>Properties &amp; Changes of Materials</b> Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible	
Physics	<b>Seasonal change</b> Observe weather associated with changes of season. (Link to Geography curriculum)		<b>Light</b> Sources of light; shadows & reflections	<b>Sound</b> Sound as vibrations	<b>Earth &amp; Space</b> Understand location & interaction of Sun, Earth & Moon	<b>Light</b> Light & Shadows; the eye
			<b>Forces &amp; magnets</b> Simple forces incl magnetism	<b>Electricity</b> Electricity; Simple circuits & conductors	<b>Forces</b> Introduce gravity, resistance & mechanical forces	<b>Electricity</b> Electricity: investigating circuits

## Key Stage 1 Science Objectives.

Working scientifically		Year 1 Statutory Knowledge & Concepts				Year 2 Statutory Knowledge & Concepts			
Band 1	Band 2	Pupils should be taught to:				Pupils should be taught to:			
<p>I can <b>ask questions</b> and know they can be answered in different ways.</p> <p>I can use simple equipment to <b>observe</b> closely.</p> <p>I can <b>perform</b> simple tests.</p> <p>I can name and group (<b>identify and classify</b>)</p> <p>I can use my <b>observations</b> and <b>ideas</b> to suggest answers to questions.</p> <p>I can <b>collect</b> and <b>record data</b> to help answer questions.</p>	<p>I can <b>ask questions</b> and know they can be answered in different ways including use of some scientific language.</p> <p>I can use simple equipment to <b>observe</b> closely including changes <b>over time</b>.</p> <p>I can <b>perform</b> simple comparative tests.</p> <p>I can name and group (<b>identify, group and classify</b>)</p> <p>I can use my <b>observations</b> and ideas to suggest answers to questions <b>noticing</b> similarities, differences and patterns.</p> <p>I can <b>gather</b> and <b>record data</b> to help in answering questions including from secondary sources of information.</p>	<p><b>1.1 Plants</b></p> <p><b>1.1.1</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p><b>1.1.2</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>				<p><b>2.2 Plants</b></p> <p><b>2.2.1</b> observe and describe how seeds and bulbs grow into mature plants</p> <p><b>2.2.2</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>			
		<p><b>1.2 Animals, including humans</b></p> <p><b>1.2.1</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p><b>1.2.2</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>1.2.3</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>1.2.4</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>				<p><b>2.3 Animals, including humans</b></p> <p><b>2.3.1</b> notice that animals, including humans, have offspring which grow into adults</p> <p><b>2.3.2</b> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>2.3.3</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>			
		<p><b>1.4 Seasonal changes</b></p> <p><b>1.4.1</b> Observe changes across the four seasons</p> <p><b>1.4.2</b> Observe and describe weather associated with the seasons and how day length varies.</p>				<p><b>2.1 Living things and their habitats</b></p> <p><b>2.1.1</b> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p><b>2.1.2</b> 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</p> <p><b>2.1.3</b> identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><b>2.1.4</b> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>			
		<p><b>1.3 Everyday materials</b></p> <p><b>1.3.1</b> Distinguish between an object and the material from which it is made</p> <p><b>1.3.2</b> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p><b>1.3.3</b> Describe the simple physical properties of a variety of everyday materials</p> <p><b>1.3.4</b> Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>				<p><b>2.4 Uses of everyday materials</b></p> <p><b>2.4.1</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><b>2.4.2</b> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			
Pupils should Explore the world around them and raise their own questions.	Experience different types of scientific enquires	Begin to recognise ways might answer scientific questions	Use simple features to compare, objects, materials and living things.	With help decide how to sort & group, observe changes over time & notice patterns & relationships.	Ask questions & use secondary sources to find answers.	Use simple measurements & equipment e.g: hand lenses, egg timers	Gather data, carry out simple tests, record simple data, talk about findings & how they found it out.	Record & communicate findings	Begin to use simple scientific language

## Lower Key Stage 2 Science Objectives.

	<b>Year 3</b> Statutory Knowledge & Concepts	Pupils should be taught to:	<b>Year 4</b> Statutory Knowledge & Concepts	Pupils should be taught to:
<b>Working scientifically</b>	<ul style="list-style-type: none"> <li>I can <b>ask questions</b> and use different types of <b>scientific enquires</b> to answer them.</li> <li>I can make <b>observations</b> and take measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>I can <b>explain</b> differences, similarities or changes related to simple scientific ideas and processes. I can <b>set up</b> simple practical <b>enquires</b>, comparative &amp; fair tests.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>gather, record, classify &amp; present</b> data in a variety of ways to help in answering question.</li> <li>I can <b>record</b> findings using simple <b>scientific language</b>, drawings labelled diagrams, keys, bar charts and tables.</li> <li>I can <b>report on findings from enquires</b>, including spoken and written explanations, displays or presentations of results and conclusions. I can <b>use straightforward scientific evidence</b> to answer questions or to support my findings</li> <li>I can use results to <b>draw simple conclusions</b>, make <b>predictions</b> for new values, <b>suggest</b> improvements and raise further questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>ask relevant questions</b> and use different types of <b>scientific enquires</b> to answer them.</li> <li>I can make <b>systematic &amp; careful observations</b> &amp; take accurate measurements using standard units, using a range of equipment,</li> <li>I can <b>identify</b> differences, similarities or changes related to scientific ideas and processes I can <b>set up</b> simple practical <b>enquires</b>, comparative &amp; fair tests.</li> </ul>	
	<p><b>3.1 Plants</b> 3.1.1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>3.1.2 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</p> <p>3.1.3 investigate the way in which water is transported within plants</p> <p>3.1.4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p><b>4.1 Living things and their habitats</b></p> <p>4.1.1 recognise that living things can be grouped in a variety of ways</p> <p>4.1.2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>4.1.3 recognise that environments can change and that this can sometimes pose dangers to living things.</p>	
	<p><b>3.2 Animals, including humans</b> 3.2.1 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</p> <p>3.2.2 identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p><b>4.2 Animals, including humans</b></p> <p>4.2.1 describe the simple functions of the basic parts of the digestive system in humans</p> <p>4.2.2 identify the different types of teeth in humans and their simple functions</p> <p>4.2.3 construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	
	<p><b>3.3 Rocks</b></p> <p>3.3.1 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>3.3.2 describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3.3.3 recognise that soils are made from rocks and organic matter.</p>		<p><b>4.3 States of matter</b></p> <p>4.3.1 compare and group materials together, according to whether they are solids, liquids or gases</p> <p>4.3.2 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)</p> <p>4.3.3 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
	<p><b>3.4 Light</b> 3.4.1 recognise that they need light in order to see things and that dark is the absence of light</p> <p>3.4.2 notice that light is reflected from surfaces</p> <p>3.4.3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>3.4.4 recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>3.4.5 find patterns in the way that the size of shadows change.</p>		<p><b>4.4 Sound</b> 4.4.1 identify how sounds are made, associating some of them with something vibrating</p> <p>4.4.2 recognise that vibrations from sounds travel through a medium to the ear</p> <p>4.4.3 find patterns between the pitch of a sound and features of the object that produced it</p> <p>4.4.4 find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>4.4.5 recognise that sounds get fainter as the distance from the sound source increases.</p>	
	<p><b>3.5 Forces and magnets</b></p> <p>3.5.1 compare how things move on different surfaces</p> <p>3.5.2 notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3.5.3 observe how magnets attract or repel each other and attract some materials and not others</p> <p>3.5.4 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</p> <p>3.5.5 describe magnets as having two poles</p> <p>3.5.6 predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p><b>4.5 Electricity</b></p> <p>4.5.1 identify common appliances that run on electricity</p> <p>4.5.2 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>4.5.3 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</p> <p>4.5.4 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>4.5.6 recognise some common conductors and insulators, and associate metals with being good conductors.</p>	

# Upper Key Stage 2 Science Objectives.

	<b>Year 5 Statutory Knowledge &amp; Concepts</b>	<b>Pupils should be taught to:</b>	<b>Year 6 Statutory Knowledge &amp; Concepts</b>	<b>Pupils should be taught to:</b>
<b>Working scientifically</b>	<ul style="list-style-type: none"> <li>I can <b>take measurements</b>, using a range of scientific equipment, with increasing accuracy &amp; precision, taking repeat readings when appropriate</li> <li>I can <b>record</b> data &amp; results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>plan</b> different types of <b>scientific enquires</b> to <b>answer questions</b>, including <b>recognising &amp; controlling variables</b> where necessary.</li> <li>I can use test results to make predictions to set up further comparative and fair tests.</li> <li>I can report and present findings from enquires, including conclusions, casual relationships &amp; explanations of how reliable the information is.</li> <li>In oral &amp; written forms such as displays &amp; other presentations.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>take accurate measurements</b>, using a range of scientific equipment, taking repeat readings when appropriate</li> <li>I can <b>record complex data &amp; results</b> using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources</li> <li>I can group and classify things and recognise patterns</li> <li>I can find things out using a wide range of secondary sources of information</li> <li>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.</li> </ul>	
	<p><b>5.1 Living things and their habitats</b></p> <p><b>5.1.1</b> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p><b>5.1.2</b> describe the life process of reproduction in some plants and animals.</p> <p><b>5.2 Animals, including humans</b></p> <p><b>5.2.1</b> describe the changes as humans develop to old age.</p> <p><b>5.3 Properties and changes of materials</b></p> <p><b>5.3.1</b> 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</p> <p><b>5.3.2</b> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p><b>5.3.3</b> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p><b>5.3.4</b> give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b>5.3.5</b> demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p><b>5.3.6</b> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>5.4 Earth and space</b></p> <p><b>5.4.1</b> describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p><b>5.4.2</b> describe the movement of the Moon relative to the Earth</p> <p><b>5.4.3</b> describe the Sun, Earth and Moon as approximately spherical bodies</p> <p><b>5.4.4</b> use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>5.5 Forces</b></p> <p><b>5.5.1</b> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p><b>5.5.2</b> identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p><b>5.5.3</b> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p><b>6.1 Living things and their habitats</b></p> <p><b>6.1.1</b> 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</p> <p><b>6.1.2</b> give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>6.2 Animals including humans</b></p> <p><b>6.2.1</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p><b>6.2.2</b> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p><b>6.2.3</b> describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>6.3 Evolution and inheritance</b></p> <p><b>6.3.1</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p><b>6.3.2</b> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p><b>6.3.3</b> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>6.4 Light</b></p> <p><b>6.4.1</b> recognise that light appears to travel in straight lines</p> <p><b>6.4.2</b> 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</p> <p><b>6.4.3</b> 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</p> <p><b>6.4.4</b> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b>6.5 Electricity</b></p> <p><b>6.5.1</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p><b>6.5.2</b> 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</p> <p><b>6.5.3</b> use recognised symbols when representing a simple circuit in a diagram.</p>	

Science: Working Scientifically					
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
I can <b>ask questions</b> and know they can be answered in different ways.	I can <b>ask questions</b> and know they can be answered in different ways including use of some scientific language.	I can <b>ask questions</b> and use different types of <b>scientific enquires</b> to answer them.	I can <b>ask relevant questions</b> and use different types of <b>scientific enquires</b> to answer them.	I can <b>plan</b> different types of <b>scientific enquires</b> to <b>answer questions</b> , including <b>recognising &amp; controlling variables</b> where necessary.	
I can use simple equipment to <b>observe</b> closely.	I can use simple equipment to <b>observe</b> closely including changes <b>over time</b> .	I can <b>set up</b> simple practical <b>enquires</b> , comparative & fair tests.		I can <b>take measurements</b> , using a range of scientific equipment, with increasing accuracy & precision, taking repeat readings when appropriate	I can <b>take accurate measurements</b> , using a range of scientific equipment, taking repeat readings when appropriate
I can <b>perform</b> simple tests.	I can <b>perform</b> simple comparative tests.	I can make <b>observations</b> and take measurements using standard units, using a range of equipment, including thermometers and data loggers.	I can make <b>systematic &amp; careful observations</b> & take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	I can <b>record</b> data & results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	I can <b>record complex data</b> & results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
I can name and group ( <b>identify and classify</b> )	I can name and group ( <b>identify, group and classify</b> )	I can <b>gather, record, classify &amp; present</b> data in a variety of ways to help in answering question.		I can use test results to make <b>predictions</b> to set up further comparative and fair tests.	
I can use my <b>observations</b> and <b>ideas</b> to suggest answers to questions.	I can use my <b>observations</b> and ideas to suggest answers to questions <b>noticing</b> similarities, differences and patterns.	I can <b>record</b> findings using simple <b>scientific language</b> , drawings labelled diagrams, keys, bar charts and tables.		I can <b>report and present findings from enquires</b> , including conclusions, casual relationships & explanations of how reliable the information is. In oral & written forms such as displays & other presentations.	
I can <b>collect</b> and <b>record data</b> to help answer questions.	I can <b>gather</b> and <b>record data</b> to help in answering questions including from secondary sources of information.	I can <b>report on findings from enquires</b> , including spoken and written explanations, displays or presentations of results and conclusions.		I can <b>identify scientific evidence</b> that has been used to <b>support or refute ideas or arguments</b> .	
<p>Guidance: Pupils should explore the world around them and raise their own questions experience different types of scientific enquires begin to recognise ways might answer scientific questions use simple features to compare, objects, materials and living things. With help decide how to sort &amp; group, observe changes over time &amp; notice patterns &amp; relationships. Ask questions &amp; use secondary sources to find answers. Use simple measurements &amp; equipment e.g: hand lenses, egg timers Gather data, carry out simple tests, record simple data, talk about findings &amp; how they found it out. Record &amp; communicate findings Begin to use simple scientific language.</p>		I can use results to <b>draw simple conclusions</b> , make <b>predictions</b> for new values, <b>suggest</b> improvements and raise further questions.			I can <b>describe</b> and <b>evaluate</b> my own and other people's scientific ideas <b>using evidence</b> from a range of sources
		I can <b>explain</b> differences, similarities or changes related to simple scientific ideas and processes.	I can <b>identify</b> differences, similarities or changes related to scientific ideas and processes		I can group and classify things and recognise patterns
		I can <b>use</b> straightforward <b>scientific evidence</b> to answer questions or to support my findings			I can find things out <b>using</b> a wide range of <b>secondary sources</b> of information
					I can use <b>scientific language</b> and ideas to <b>explain, evaluate</b> and <b>communicate</b> my methods and findings.

