

**National Curriculum****Early years****ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Key Stage 1****Working scientifically**

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
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

**Year 1 Programmes of Study****Plants**

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

**Animals, including humans** Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)



- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Everyday materials** Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

**Seasonal changes** Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

### Year 2 programmes of study

**Living things and their habitats** Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- 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

**Plants** Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Animals, including humans** Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Uses of everyday materials** Pupils should be taught to:

- 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

Key Stage 2



**Lower key stage 2 – years 3 and 4 Working scientifically**

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
- 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.

**Year 3 programme of study**

**Plants**

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

**Animals, including humans** Pupils should be taught to:



- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

### **Rocks**

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

### **Light**

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

### **Forces and magnets**

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

### **Year 4 programme of study**

#### **Living things and their habitats**

Pupils should be taught to:



- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

### **Animals, including humans**

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

### **States of matter**

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- 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 ( $^{\circ}\text{C}$ )
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

### **Sound**

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

### **Electricity**

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit



- recognise some common conductors and insulators, and associate metals with being good conductors

### **Upper key stage 2 – years 5 and 6   Working scientifically**

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 a 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

### **Year 5 programme of study**

#### **Living things and their habitats**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

#### **Animals, including humans**

Pupils should be taught to:

- describe the changes as humans develop to old age

#### **Properties and changes of materials**

Pupils should be taught to:

- 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
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution



- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### **Earth and space**

Pupils should be taught to:

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

### **Forces**

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

### **Year 6 programme of study**

#### **Living things and their habitats**

Pupils should be taught to:

- 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
- give reasons for classifying plants and animals based on specific characteristics

#### **Animals including humans**

Pupils should be taught to:



- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

### **Evolution and inheritance**

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

### **Light**

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

### **Electricity**

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

**By the end of Reception****Me and my community**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  
Discuss simple changes as they have grown from being a baby.  
Know ways to care for their local environment.

**Once upon a time**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  
To sort and group materials and resources and talk about how they are similar or different.

**Starry night**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
To 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.  
To develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.  
To sort and group materials and resources and talk about how they are similar or different.

**Dangerous dinosaurs**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
To develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.  
To make observations about the world around them.

**Sunshine and sunflowers**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  
To develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.

**Big wide world**

Explore the natural world around them, making observations and drawing pictures of animals and plants.  
To 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.  
To know ways to care for their local environment.  
To sort and group materials and resources and talk about how they are similar or different.

**By the end of KS1**



**Human survival**

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Vocabulary**

Block graph, circular diagram, life cycle, process, record, bacteria, balanced diet, carbohydrates, dairy and alternatives, energy, fat, food group, fruit and vegetables, germ, health, nutrient, vegetarian diet

**Animal parts**

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.



Key Vocabulary

Amphibian, animal, bird, fish, head, human, invertebrate, mammal, offspring, reptile, saddle, segment, equipment, investigation, question

Uses of materials

Ask simple questions and recognise that they can be answered in different ways.

To observe closely, using simple equipment.

To perform simple tests.

To identify and classify.

To use their observations and ideas to suggest answers to questions.

To gather and record data to help in answering questions.

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key Vocabulary

Bend, shape, squash, stretch, twist, Earth, environment, landfill, natural resources, non-recyclable, pollution, recyclable, stability, data, record

Plant survival

Ask simple questions and recognise that they can be answered in different ways.

To observe closely, using simple equipment.

To perform simple tests.

To identify and classify.

To use their observations and ideas to suggest answers to questions.

To gather and record data to help in answering questions.

To 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.

To identify and name a variety of plants and animals in their habitats, including microhabitats.



To observe and describe how seeds and bulbs grow into mature plants.  
To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Key Vocabulary**

Data, survival, photograph, flowering, habitat, season, scales, seed, scrub, deciduous, compare, equipment, question, prediction, embryo, energy

**Animal survival**

- Ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To 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.
- To identify and name a variety of plants and animals in their habitats, including microhabitats.
- To 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.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.



**Key Vocabulary**

Digital microscope, equipment, hand lens, observe, animal, carnivore, consumer, herbivore, omnivore, plant, producer, features, observe, habitat, hatch, invertebrate, mammal, pupa, offspring

**Everyday Materials**

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To distinguish between an object and the material from which it is made.

**Key Vocabulary**

Brick, ceramic, clay, concrete, cotton, fabric, leather, material, metal, oil, paper, plastic, rubber, sand, silk, stone, synthetic fabric, water, wood, wool, equipment, investigation, observe, prediction, results, digital microscope, compare, same, absorbent, bendy, hard, transparent, stretchy

**Human senses**

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.



Key vocabulary

Abdomen, ankle, arm, calf, chest, chin, ear, elbow, eye, finger, foot, forearm, forehead, hair, hand, head, hearing, pelvis, sense

Seasonal changes

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To observe changes across the four seasons.
- To observe and describe weather associated with the seasons and how day length varies.
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Key vocabulary

Dark, daytime, light, northern hemisphere, season, sunrise, sunset, air, breeze, cloud, cold, Earth, hurricane, precipitation, rain, rays, sleet, snow, storm, anemometer, Beaufort scale, equipment, thermometer, windsock

Plant parts

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment.
- To perform simple tests.
- To identify and classify.
- To use their observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.



To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.  
 To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Key vocabulary

Dormant, garden, hedgerow, meadow, roadside, season, seasonal change, spring, winter, woodland, bulb, compound, deciduous, evergreen, leaf, living thing, needle-like, wild plant, blossom, bud, harvest, ripen, tree



Habitats

- To ask simple questions and recognise that they can be answered in different ways.
- To perform simple tests.
- To identify and classify.
- To gather and record data to help in answering questions.
- To explore and compare the differences between things that are living, dead, and things that have never been alive.
- To 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.
- To identify and name a variety of plants and animals in their habitats, including microhabitats.
- To 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.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Key vocabulary

Animal, desert, forest, habitat, hedge, living, mountain, non-living, ocean, plant, polar, rainforest, rock, Savannah, soil, sunlight, temperature, tree, water, adaption, amphibian, animal, berry, bird, camouflage, fish, invertebrate, mammal, poisonous chemical

**By the end of lower KS2**

Digestive system

- To ask relevant questions and using different types of scientific enquiries to answer them.
- To set up simple practical enquiries, comparative and fair tests.



- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- To gather, record, classify and present data in a variety of ways to help in answering questions.
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To identify differences, similarities or changes related to simple scientific ideas and processes.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To recognise that environments can change and that this can sometimes pose dangers to living things.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To construct and interpret a variety of food chains, identifying producers, predators and prey.
- To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Key Vocabulary

Ecosystem, interdependence, bacteria, crown, dental cavity, plaque, pulp, tooth decay, enamel, carbohydrate, digestion, excretion, faeces, intestines, liver, mouth, nutrient, pancreas, stomach, tooth, vitamin, data, investigation, method, variable, prediction, measurement

Sound

- To ask relevant questions and using different types of scientific enquiries to answer them.
- To set up simple practical enquiries, comparative and fair tests.
- To gather, record, classify and present data in a variety of ways to help in answering questions.
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To identify how sounds are made, associating some of them with something vibrating.
- To recognise that vibrations from sounds travel through a medium to the ear.
- To find patterns between the pitch of a sound and features of the object that produced it.
- To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To recognise that sounds get fainter as the distance from the sound source increases.



Key vocabulary

Conclusion, control, data, equipment, fair test, investigation, prediction, variable, Gertz, pitch, sound meter, volume, air, brass instrument, cochlea, ear canal, muffle, musical instrument, percussion, pitch, pinna

States of matter

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To identify differences, similarities or changes related to simple scientific ideas and processes.

To use straightforward scientific evidence to answer questions or to support their findings.

To compare and group materials together, according to whether they are solids, liquids or gases.

To 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).

Key Vocabulary

Degrees, equipment, measurement, thermometer, unit, compare, conclusion, control, equipment, factor, interval, investigation, method, observe, gas, liquid, matter, material, powder, property

Grouping and classifying

To ask relevant questions and using different types of scientific enquiries to answer them.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.



- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To identify differences, similarities or changes related to simple scientific ideas and processes.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To recognise that living things can be grouped in a variety of ways.
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Key vocabulary

Amphibian, animal, animal kingdom, arachnid, arthropod, bird, classification, cold blooded, evolution, exoskeleton, invertebrate, mammal, mollusc

Electrical and conductors

- To ask relevant questions and using different types of scientific enquiries to answer them.
- To set up simple practical enquiries, comparative and fair tests.
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- To gather, record, classify and present data in a variety of ways to help in answering questions.
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To identify differences, similarities or changes related to simple scientific ideas and processes.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To identify common appliances that run on electricity.
- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- To 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.
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- To recognise some common conductors and insulators, and associate metals with being good conductors.
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

**Key vocabulary**

Conclusion, data, equipment, investigation, fair test, variable, battery, circuit, component, light-emitting diode, motor, series circuit, appliance, rechargeable, socket, pylon

**Animal nutrition and the skeleton system**

To ask relevant questions and using different types of scientific enquiries to answer them.

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To identify differences, similarities or changes related to simple scientific ideas and processes.

To use straightforward scientific evidence to answer questions or to support their findings.

To 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.

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Key vocabulary**

Balanced diet, carbohydrates, dairy and alternatives, energy, fibre, fruit and vegetables, vitamin, biceps, bone marrow, cardiac muscle, gluteus maximus, humerus, latissimus dorsi, hip flexors, mandible, tissues,

**Forces and magnets**

To ask relevant questions and using different types of scientific enquiries to answer them.

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.



- To identify differences, similarities or changes related to simple scientific ideas and processes.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To compare how things move on different surfaces.
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- To observe how magnets attract or repel each other and attract some materials and not others.
- To 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.
- To describe magnets as having two poles.
- To predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Key vocabulary**

Force, frictional force, magnetic force, prediction, investigation, measurement, question, friction, fractional forces, lubricant, surface

**Plant nutrition and reproduction**

- To ask relevant questions and using different types of scientific enquiries to answer them.
- To set up simple practical enquiries, comparative and fair tests.
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- To gather, record, classify and present data in a variety of ways to help in answering questions.
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To identify differences, similarities or changes related to simple scientific ideas and processes.
- To use straightforward scientific evidence to answer questions or to support their findings.
- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- To 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.
- To investigate the way in which water is transported within plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Key vocabulary

Conclusion, control, equipment, prediction, flower formation, germination, mature plant, pollination, reproduction, seedling, centimetres, anther, carpel, filament, ovary, petal, sepal, stamen, stigma, style

Light and shadows

To ask relevant questions and using different types of scientific enquiries to answer them.

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To identify differences, similarities or changes related to simple scientific ideas and processes.

To use straightforward scientific evidence to answer questions or to support their findings.

To recognise that they need light in order to see things and that dark is the absence of light.

To notice that light is reflected from surfaces.

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

To find patterns in the way that the size of shadows change.

Key vocabulary

Compare, cyanotype paper, data, differences, equipment, investigation, artificial, darkness, light source, natural, opaque, ray, reflect, reflector, shadow, translucent, transparent, damage, protection, skin cancer

**By the end of upper KS2****Properties and changes of materials**

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- To use test results to make predictions to set up further comparative and fair tests.
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To 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.
- To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- To demonstrate that dissolving, mixing and changes of state are reversible changes.
- To 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.
- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

**Key vocabulary**

Burning, chemical change, condensation, filtering, evaporation, heterogeneous mixture, irreversible change, reverse dissolving, separation, sieving, equation, liquid, magnetic, conductivity

**Light theory**

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- To use test results to make predictions to set up further comparative and fair tests.
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.



To identify scientific evidence that has been used to support or refute ideas or arguments.  
To recognise that light appears to travel in straight lines.  
To 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.  
To 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.  
To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  
To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.  
To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

**Key vocabulary**

Absorb, artificial light, beam, cornea, darkness, fibre, microwaves, reflected light, ultraviolet light, wavelength, variable, data logging, light intensity, opaque, dispersion, phenomena, refract

**Evolution and inheritance**

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  
To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  
To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  
To use test results to make predictions to set up further comparative and fair tests.  
To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  
To identify scientific evidence that has been used to support or refute ideas or arguments.  
To 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.  
To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Key vocabulary**

Extinct, extinction, fossil, microfossil, palaeontologist, sediment, continuous data, classification, invertebrate, microorganism, mollusc, multicellular, crustacean, myriapod, non-vascular plant, pathogen, sexual reproduction, reptile, hypothesis, prediction

**Earth and space**

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

To use test results to make predictions to set up further comparative and fair tests.

To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

To describe the movement of the Moon relative to the Earth.

To describe the Sun, Earth and Moon as approximately spherical bodies.

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

**Key vocabulary**

Asteroid belt, atmosphere, constellation, galaxy, mass, gravitational force, gravity, orbit, axis, total lunar eclipse, waxing crescent, gibbous, describe, sundial, gnomon

**Forces and Mechanisms**

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

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

To use test results to make predictions to set up further comparative and fair tests.



To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

#### Key vocabulary

Contact force, gravitational force, gravity, mechanism, explanation, scientific report, compare, control, force meter, newton, mechanism, pulley, aerodynamic, air resistance, lubricant, water resistance, streamline

### Human reproduction and aging

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

To use test results to make predictions to set up further comparative and fair tests.

To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some plants and animals.

To describe the changes as humans develop to old age.

To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

#### Key vocabulary

Blastocyst, cell, egg, fallopian tube, female, fertilisation, male, ovary, penis, reproductive organ, semen, sperm, testicles, urethra, uterine lining, uterus, vagina

### Circulatory system

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

To use test results to make predictions to set up further comparative and fair tests.



To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

To describe the ways in which nutrients and water are transported within animals, including humans.

#### Key Vocabulary

Balancing exercises, alcohol, carbohydrates, cholesterol, diet, drugs, muscles, processed food, unsaturated fat, weight, antibody, aorta, artery, atrium, circulatory system, deoxygenated, excretion, hormone, immune system, lumen, oxygenated, platelet, plasma

#### Electrical circuits and components

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

To use test results to make predictions to set up further comparative and fair tests.

To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

To 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.

To use recognised symbols when representing a simple circuit in a diagram.

#### Key Vocabulary

Electric current, measure, multimeter, voltage, voltmeter, battery holder, circuit component, closed switch, conductor, crocodile clip, insulator, light-emitting diode, motor, series circuit, source, terminal, voltmeter, function, intensity, conclusion, variation