Beam County Primary School: Progression Map Subject: Science

Key Concepts

Changes over time (gradual or sudden alterations/transformations)

Cause and Effect (changes occur due to specific reasons and these lead to observable effects and outcomes, interdependence and interaction - processes) Energy transfer and transformation

Sorting by observable characteristics (classification and grouping to organise knowledge and draw conclusions) Patterns and relationships (identify irregularities and predict outcomes based on observed data) Observations, data and evidence support scientific conclusions (scientific enquiries provide data to draw conclusions)

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
Animals	1. Know some	Animals	Animals including	Animals including	Animals including	Animals including	Animals including	1 Have
including	similarities and	including	Humans	Humans	Humans	Humans	Humans	obtained an
Humans		Humans						
	differences		Animals grow and	The different types of	The digestive system	All living things have a	From before they are	understanding
Humans have	between the	Humans are	change throughout	food we eat contain	breaks down food we	life cycle which	born to puberty,	of the key
different body parts related to	natural world	mammals. The main parts of the	their life.	different nutrients. These are useful for	eat into smaller pieces that our body can use	includes growth and reproduction,	humans go through periods of	domains of
specific sense:	around them	human body are	All animals need	our bodies in different	for energy and growth	eventually ending in	development: gestation,	knowledge
	and contrasting	head, arms,	food, water and air	ways.	and gets rid of waste.	death and decay.	infancy and childhood.	within biology
Skin is related to	environments.	hands, torso, legs	to survive.		Ŭ			and can use key
the sense of touch	,	and feet.		A healthy diet contains	The main parts of the	Most animals	The male and female	,
-	drawing on		Humans need to eat	a balance of different	digestive system are	reproduce sexually.	body changes as it	concepts to
Eyes are related to	their	Humans have five	food from the four	nutrients.	the mouth,	The sperm from the male fertilises the	goes through puberty	make links
sense of sight	experiences and	basic senses which help us to	main food groups each day.	Some of the bones in	oesophagus, stomach, small intestine, large	female egg inside her	from about age 12. Changes occur that	between
Nose is related to	what has been	make sense of the	each uay.	our skeleton protect	intestine, rectum and	body.	prepare women to have	domains.
sense of smell	read in class	world around us:	Humans need to	our vital organs. Other	anus.	body.	babies and sexual	
		sight, touch,	stay clean and	bones support so our		Female birds lay eggs	organs develop.	
Ears are related to		hearing, smell and	hygienic to be	body can remain	Humans have different	with hard shells.	· ·	
the sense of		taste.	healthy.	upright. Our joints	types of teeth:	These may or may not	The human body	
hearing.				allow us to move our	canines, incisors and	be fertilised.	changes as it gets	
Animala		Humans vary	Regular physical activity is important	bones.	molars.	Mammal reproduce by	older. The human life cvcle has different	
<u>Animals</u>		through their skin, hair, eye colour,	for good health.	Muscles work in pairs	Teeth have different	Mammal reproduce by sexual reproduction.	stages: gestation,	
Animals have		shoe size and	ior good nearth.	to move the bones in	shapes to break up	Female mammals give	infancy, childhood,	
basic needs: food,		fingerprint.	Plants	our skeleton.	different foods.	birth to live young and	puberty, adulthood,	
heat, water		0			Incisors are used for	produce milk.	ageing and death.	
		Vertebrates are	Germination is when	Vertebrate bodies are	cutting food, canines			
Some animals		animals that have	a seed starts to	supported by an	for tearing and molars	Amphibians reproduce	Blood carries water and	
hatch from eggs.		a backbone.	sprout and grow.	internal bony skeleton	for grinding.	by sexual	the nutrients from food	
Some young		There are five	Seeds need certain	including a spine.	Food is chemically	reproduction. Amphibian female	that are used for energy, health and	
animals look like		vertebrate groups:	conditions to	Invertebrates have no	broken down in the	eggs are fertilised	growth around the	
their parents, but		mammals,	germinate. All	bony skeleton.	stomach and small	outside her body.	body.	
some don't.		amphibians,	require water, some	<i>y</i>	intestine, the large	Some amphibians go		
		reptiles, birds and	require warmth and	Vertebrate skeletons	intestine absorbs	through a process of	Blood is made up of	
Different animals		fish.	most do not need	all have a spine. The	water and the rectum	metamorphosis.	plasma, red blood cells,	
have different			light.		stores poo.			



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Plants Plants of not determine the plant, teacher, beaks, course of the plant, teacher, poil the plant, course of use plants, beaks, course of use plants, beaks, course of use plants, beaks, teacher, poil the plant, teacher, plants, beaks, teacher, plants, teac	habitat.	claws, teeth, scaly	Seeds come in a	shape.	A food chain shows	through a process of	platelets.	
Plants grow from excepts Bedge descepts Plants in height of the plant. Levres carbure scature scatur		skins, live on land.	variety of sizes that		how energy and	complete		
seeds.Institute plants have balac claws and wings. and heat.Heathers, heaks, claws and wings. and heat.Heathers, heaks, claws and wings.Heathers, heaks, claws and wings. <t< td=""><td></td><td></td><td>do not determine the</td><td>Plants</td><td>nutrients pass from</td><td>metamorphosis.</td><td></td><td></td></t<>			do not determine the	Plants	nutrients pass from	metamorphosis.		
Plants have basic redef: swildpil, and heat. claws and wings. Mature jamts can be seeds or bulbs. swildpil. The energy files windpil. sature jamts can be seeds or bulbs. All wing tings may are provide winch reproduction, endrog in death and deexy. back in a figure of 8 system. back in a figure of 8 system. These sature wince and roots? Amerbalistance seed by group, milk water, lamb love thy group. Sature jamts head in death and deexy. All wing tings have a the basic head in a figure of 8 system. back in a figure of 8 system. back in a figure of 8 system. A figure hase. Amerbalistance seed by group, milk water, lamb love thy group Sature jamts head ind to state younger version of partins. Figure set 10 system. All wing tings have a the system. All wing tings have a tings and to state younger version of partins. All wing tings have a system. Back in the parting ind death and deexy. A figure hase. All wing tings have ind to state younger version of partins. All wing tings have ind to state younger version of partins. All wing tings have ind to state younger version of partins. All wing tings have and to state younger version of partins. All wing tings have and to state younger version of partins. All wing tings have and water in the younger version of partins.	Plants grow from	Birds: eggs,	height of the plant.					
Plants have basic needs: surging: took water, sol and heat. First: water living: status; gils, teeth, ins are types of plants. First: water living: status; gils, teeth, ins are types of plants. A produce (plant): head bias; A produce the plant, ins are types of plants. A produce type plants, water, land changes as ther grow hist and changes as ther grow into and changes as ther grow into anad changes as ther grow into and changes as the	seeds.	feathers, beaks,		Leaves capture	another as they get	<u>Plants</u>	heart to the lungs and	
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evergreen trees. other animals. another flower.		evergreen trees.		another flower.				

		Animals can transfer	Pollution is the	Drugs are substances
	Environmental Feeding	pollen.	introduction of non-	that alter the way the
	relationships in a		biodegradable	body works.
	There are different habitat can be	Some flowers have	materials in the	
	types of weather: shown in a food	their pollen	environment.	Evolution
	rain, sun, wind, chain.	transported by the		
	fog, snow, cloud.	wind.	Pollution can result in	A species is a group of
			habitat destruction and	organisms that can
	There are four	After pollination, a fruit	cause harm to	reproduce and have
	seasons across	develops from the	animals.	offspring which can
	the year. Each	flower. The ovary	Classification	also have offspring.
	season has its own weather	swells up and becomes the fruit.	Classification	There are similarities
	patterns and	Fruits contain at least	Living things are	and differences
	natural events,	one seed.	classified into five	between organisms –
	which happen		groups, including	this is called variation.
	each year.	Seeds are moved	animals and plants.	
		away from the plant		Any feature of an
	In Autumn, the	that produced them.	Classification is the	organism which helps it
	weather becomes	This is called seed	process of grouping	survive is called an
	colder, leaves	dispersal. Seeds are	living things together	adaptation.
	change colour and	dispersed by wind,	based on how they	
	drop and daylight	water, animals and	look and relationships	If a habitat changes
	hours become	through explosions of	to one another.	then an animal's
	shorter.	the seed pod.		adaptation may no
	Winter is after		Vertebrates are classified into five	longer help it survive. If all the animals of the
	Autumn and has		main groups:	same species die out,
	the coldest		mammals, fish,	they have become
	weather of the		amphibians, reptiles	extinct.
	year. Some		and birds.	
	animals hibernate.			Fossils provide
			Invertebrates are	evidence of organisms
	Spring sees the		classed into three	that lived millions of
	temperature and		main groups:	years ago.
	number of daylight		arthropods, molluscs	
	hours begin to		and annelids.	Some of the fossil
	increase, plants		Lining lange of the strength	species became extinct
	begin to grow and		Using branching keys	while others evolved
	hibernating animals emerge.		help us to identify and name familiar and	into a new species.
	animais emerge.		unfamiliar living things.	Evolution is the process
	Summer is the		a narmar iving tinigs.	where one species
	warmest season			develops into another.
	of the year. Many			
	flowering plants			Offspring are similar but
	produce fruits.			not identical to their
	The sun is at the			parents.
	highest in the sky.			
				Natural selection is
				where organisms that
				best adapt to habitat
				changes produce offspring with their
				survival adaptations.
· · · · · · · · · · · · · · · · · · ·	•	•		

			Charles Darwin and Alfred Wallace both proposed mechanisms for Natural Selection.	
			Classification	
			Living things are classified into five groups called kingdoms: plants, animals, fungi, Protista and Monera.	
			Plants are divided into: flowering plants, ferns, mosses and conifers.	
			Animals are divided into vertebrates and invertebrates. Invertebrates are split into molluscs, arthropods, flatworms, Echinodermata and annelids.	
			Arthropods are split into four groups: myriapods, insects, arachnids and crustaceans.	

Early Learning Areas:

UTW: Understanding the world involves guiding children to make sense of their physical world and their community

UTW: Frequency and range of children's personal experiences increases their knowledge and sense of the world around them

UTW: Foster their understanding of our culturally, socially, technologically and ecologically diverse world

C&L- Language-rich environment is crucial.

C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

KS1

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.

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

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

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

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.

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.

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.

LKS2

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.

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.

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.

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

UKS2

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.

Describe the changes as humans develop to old age.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Give reasons for classifying plants and animals based on specific characteristics.

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.

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.

<u>Materials</u>	2.Understand	<u>Materials</u>	Materials	Rocks	Changes of State	Materials	2 Have
Different materials	some important	Everything around	Objects can be	Rocks can be	A solid holds its	Materials have	obtained an
have different	processes and	us is made from	tested and sorted	compared and	shape. Liquids can be	physical properties	understanding
properties.	changes in the	materials.	according to the	grouped according to	poured and will spread	that make them fit for	0
	natural world		properties of the	their appearance and	out. Both solids and	certain purposes.	of the key
Materials are	around them,	Some materials	materials they are	simple properties.	liquids have a fixed		domains of
selected for different functions		are natural which means they are	made from.	Rocks change over	volume.	Weathering, wear and tear can occur over	knowledge
such as clothing	including the	used without	Inventors discover	time depending on	Water freezes at zero	time and this will have	within
and animal and	seasons and	modification.	new uses for	their physical	degrees Celsius.	an impact upon a	
human home,	changing states		materials and create	properties.		material's fitness for	chemistry and
based on their	of matter	Some materials	new materials.		Freezing/solidifying is	purpose.	can use key
physical		are manufactured,		Soils are made from	when a liquid changes		concepts to
properties.		made by changing	Squashing, bending,	rocks and organic	state into a solid.	The properties of	make links
Some materials		natural source materials.	stretching, twisting can change the	material.	Melting is when a solid	liquids include having a fixed weight, fixed	
can melt in warmer		materials.	shape of some	Specific properties of	changes state into a	volume, ability to flow,	between
conditions.		Different materials	materials.	different soils affect	liquid. Different	level of viscosity and	domains.
oon all on o		have different	materialer	whether they absorb	materials melt at	take on the shape of a	
Water changes to		characteristics.	Different properties	and hold water or not.	different temperatures.	container.	
ice cubes when we			allow the shapes of				
place it in the		Materials should	materials to be	Fossils are formed	Melting and freezing	The viscosity of a	
freezer (very cold condition)		be used carefully and can often be	changed in different	when living things are trapped within a rock.	are reversible process.	liquid describes how thick/thin it is and how	
condition)		reused and	ways.	паррео within a тоск.	Air is a gas. Gases	fast/slow it will flow.	
A sieve can be		recycled.	Objects are made	Human knowledge of	have substance and	rasysiow it will now.	
used to separate		,	from materials with	the living world has	weight. They change	A thermal insulator is	
large objects.		Objects can be	properties that make	been developed	in shape and volume	a material that	
		sorted according	them fit for purpose.	through the lives and	to fill the space they	transmits heat through	
Changes can		to their source		work of fossil	are in.	it very well.	
occur when we mix wet and dry		materials.		scientists such as Mary Anning.	When water changes	A thermal insulator	
materials together.		Objects can be		Mary Anning.	from liquid to gas it	keeps hot things hot	
materiais together.		made from more			becomes water	and cold things cold.	
		than one material,			vapour. This is called		
		including recycled			evaporation.	Materials can be	
		materials.				absorbent and can	
		Materiala have			When water changes	soak up and take in	
		Materials have			state from liquid into	liquid.	
		physical	1		gas, it becomes water		

	a new soft as the t	1	and the second sec	
	properties that		apour. This is called	Some materials and
	make them useful	CC	condensation.	permeable and let
	for different			water pass through.
	purposes.	I TI	The Earth's water can	
			be a liquid, gas or	Some materials are
			solid. Water	waterproof and do not
			evaporates into the	let water pass through.
				ier water pass till buyll.
			air, then the warm air	O a l'ide altre esclutione a la f
			cools as it rises,	Solid, dry mixtures of
			eading to	materials can be
			condensation and the	separated by sieving.
		fo	ormation of clouds.	
		W	Vater droplets in the	Some solids dissolve
			louds fall as rain.	in water while others
			Vater returns to the	do not.
			sea via streams, lakes	
			and rivers to continue	Solids that do not
				dissolve can be
		ι n	he water cycle.	
				separated from a
				liquid by filtering.
				Solids which dissolve
				can be retrieved from
				a solution if the liquid
				is evaporated.
				lo ovuporatoa.
				Come changes of
				Some changes of
				state are reversible,
				and others are non-
				reversible.
				Non-reversible
				changes result in the
				formation of new
				materials.
Farly Learning Areas				

Early Learning Areas

UTW: Understanding the world involves guiding children to make sense of their physical world and their community

UTW: Frequency and range of children's personal experiences increases their knowledge and sense of the world around them

UTW: Foster their understanding of our culturally, socially, technologically and ecologically diverse world

C&L- Language-rich environment is crucial.

C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively

C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

KS1

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.

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.

LKS2

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.

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 (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

UKS2

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

		v materials, and that this kind of change is not usually reversi					1
<u>Light</u>	3.Talk about		<u>Light</u>	<u>Sound</u>	<u>Forces</u>	<u>Light</u>	3 Have
Night is dark as	why things		Light comes from light	Sounds are made by	Friction is a force that	Light appears to travel	obtained an
there is little or no	happen and		sources. Dark is the	something vibrating;	makes it harder to	in straight lines.	understanding
light.	• •		absence of light.	this is the source.	move an object across	3	•
	why things		Nothing can be seen if	Different sources	a surface or slows	We can see a light	of the key
Sun being our	work.		there is no light.	make different sounds.	down an object	source because some	domains of
biggest source of light and that this			Objects are easier to	Vibrations travel from	moving over a surface.	of the light from the source enters our eyes.	knowledge
helps us to see			see when there is	the source through a	The unit of	source enters our eyes.	within physics
objects easily			more light.	material to the ear so	measurement of a	Light travelling in	and can use
during the day.			Shiny materials and	that we can hear them.	force is Newtons.	straight lines can be used to explain why a	key concepts
			objects are good	them.	Gravity is a force that	shadow is the same	· ·
Earth in space			reflectors of light.	Sounds can be quiet	pulls all objects to the	shape as the object that	to make links
			When there is less	or loud; volume	centre of the Earth.	casts it and how the	between
The moon has a			light more reflective	depends on the size of		shape of shadows can	domains.
spherical shape.			materials are easier to see than less	the vibrations.	Air Resistance is a force that slows down	be changed.	domains.
The moon is far			reflective ones.	Sounds get fainter as	an object moving	Light is reflected from	
from Earth and we				the distance from the	through air.	shiny surfaces in a	
need a space			Shadows are formed	sound source		predictable way	
rocket to travel to			when light is blocked.	increases.	The amount of air	because it travels in	
it.			Objects made from		resistance depends on	straight lines.	
We need to travel			opaque materials cast the darkest shadows.	Sounds can be high or low in pitch. Pitch	the surface area of the	Ma con con objecto	
through space to			the darkest shadows.	depends on the size of	object.	We can see objects because they reflect	
get to the moon.			Shadows are the	the object vibrating.	It is air resistance, not	some of the light that	
got to the moon			same shape as the	and object the amig.	the object's weight,	falls onto them into our	
			object that cast them.	The pitch of a note	that affects how	eyes	
Electricity and				played on a stringed	quickly an object falls.		
movement			Light from the sun can	instrument depends		<u>Electricity</u>	
			be dangerous so we	on the length,	Water resistance is a		
Objects can move			need to protect our	thickness and	force that slows down	Circuit diagrams using	
by pushing or pulling.			eyes.	tautness of the vibrating string.	an object moving through water.	standard symbols are used to record circuits.	
pulling.			The size and position	vibrating string.	through water.	used to record circuits.	
Demonstrate how			of a shadow can be	Electricity	The amount of water	Adding cells to a circuit	
objects can move,			changed by moving		resistance depends on	makes a lamp brighter.	
speed up, slow			the light source.	Many household	the shape of an object.		
down and change				devices and		A lamp gets brighter if	
shape.			Forces	appliances run on	A pulley mechanism is	the voltage in the circuit	
O and a block				electricity. Some plug	used for lifting heavy	is increased.	
Some objects float, and some			A force is a push or	into the mains and	objects by applying a	A lown goto dimmor if	
· · · · · · · · · · · · · · · · · · ·			pull that can make	others run on	pulling force at one	A lamp gets dimmer if thinner wires are used.	
objects sink.			something move.	batteries.	end of rope attached to the load which	ummer wires are used.	
Not all materials			The surface a spinning	An electrical circuit	passes over the	If the voltage is	
are attracted to			top is moving on	consists of a cell or	wheel.	increased in a circuit, a	
magnets (for eg:			affects how long it	battery connected to a		buzzer makes a louder	
plastic and wood			spins for.	component using	A lever is a long rigid	sound and a motor	
are not attracted to				wires.	arm that rests on a	turns more quickly.	
magnets).					pivot. A force is		

		—				
		The surface on which	A switch can be added	applied to one part of		
Magnets can push		an objects rests	to a circuit to turn the	the lever to lift the load		
other magnets		affects how it slides.	component on or off.	at another point on the		
away.				lever.		
		Magnets have a North	If there is a break in a			
Not all metals are						
		or South pole. Unlike	circuit, a loose	A gear is a		
attracted to		poles attract and like	connection or a short	mechanism which		
magnets.		poles repel each	circuit, the component	consists of wheels		
		other.	will not work.	with teeth that slot		
				together. Gears		
		Some metals are	Metals are good	change the direction of		
		attracted to a magnet	electrical conductors.	movement and the		
		and are known as	Non-metals are	force required to make		
		magnetic. Other	generally electrical	something move.		
		materials are not.	insulators except for			
			graphite, human tissue			
		The strength of	and water.	Earth in space		
		magnets vary and can				
		be tested using the		The main bodies that		
		idea that magnetic		are found in space are		
		forces act at a		the Sun, Moon, Earth		
		distance.		and planets. They are		
				all spherical.		
				The Earth and other		
				planets all orbit the		
				Sun. The time taken is		
				one year.		
				The other planets of		
				our solar system also		
				orbit the sun at		
				different distances and		
				taking different times		
				to complete one orbit.		
				T		
				The Sun appears to		
				move east to west in		
				an arc across the sky		
				from sunrise to sunset.		
				Changes in shadows		
				during the day can be		
				explained by the		
				changes in the		
				position of the Sun.		
				The Earth rotates on		
				its axis and this		
				causes day and night,		
				the apparent		
				movement of the Sun		
				across the sky and		
				changes in shadows.		

[The Manager 1 March		
						The Moon orbits the		
						Earth every 28 days and rotates on its axis.		
Early Learning Areas					<u> </u>	מחט וטומובה טוו ווה מגוה.		
UTW: Understanding the wo			al world and their community	and the sec				
	of children's personal experi nding of our culturally, sociall		dge and sense of the world arou cally diverse world	ind them				
C&L- Language-rich enviror	nment is crucial.							
				y added, practitioners will build chile		te, children become comfortable us	ing a rich range of	
vocabulary and langua			s with support and modelling irol	in their teacher, and sensitive ques	tioning that invites them to elabora	te, children become comortable us	ing a ficil lange of	
LKS2	-							
	ght in order to see things and	that dark is the absence of lig	pht					
Notice that light is reflected								
	e sun can be dangerous and e formed when the light from							
Find patterns in the way that	t the size of shadows change		-1 - 1 1					
Compare how things move Notice that some forces nee	on different surfaces ed contact between two objec	ts, but magnetic forces can a	ct at a distance					
Observe how magnets attra	ct or repel each other and att	ract some materials and not o	others					
Compare and group togethe Describe magnets as having		ials on the basis of whether t	hey are attracted to a magnet, a	nd identify some magnetic material	s			
Predict whether two magne	ts will attract or repel each oth		s are facing.					
	de, associating some of them om sounds travel through a n							
Find patterns between the p	bitch of a sound and features	of the object that produced it						
	volume of a sound and the str		oduced it					
Identify common appliances	fainter as the distance from the theta the fainter as the trun on electricity	ie sound source increases.						
Construct a simple series el	ectrical circuit, identifying and		ding cells, wires, bulbs, switches					
			not the lamp is part of a complet not a lamp lights in a simple seri					
	conductors and insulators, and							
UKS2								
Describe the movement of t	he Earth, and other planets, i	elative to the Sun in the solar	system					
	he Moon relative to the Earth	ariaal hadiaa						
	d Moon as approximately sph rotation to explain day and nig		ent of the sun across the sky.					
Explain that unsupported of	jects fall towards the Earth b	ecause of the force of gravity	acting between the Earth and th	ne falling object				
	istance, water resistance and anisms, including levers, pull		ving surfaces r force to have a greater effect.					
Recognise that light appear	s to travel in straight lines		-					
			they give out or reflect light into light sources to objects and the					
Use the idea that light trave	Is in straight lines to explain v	why shadows have the same	shape as the objects that cast th					
			age of cells used in the circuit	of huzzoro and the an/off position of	fouritabaa			
	for variations in now compon nen representing a simple circ			of buzzers and the on/off position of	I SWIGHES			
Demonstrates	4. Explore the	Ask questions	Ask questions about	Suggest questions	Use a range of	Learn to use a force	Recognise when further	4 Ask
natural curiosity	•	what they notice	how things are	they could investigate.	question stems.	meter.	tests and observations	
and shows	natural world	and observe in the	similar and different,				are needed to answer	questions and
development of	around them,	world around	materials' suitability	Learn the names of	Answer questions	Measure liquids	questions.	make
basic skills of	making	them.	and how things	different types of	poses by the teacher	accurately using		observations
analysis in simple and familiar	-	Show curiosity	change.	enquiry.	identifying the type of	measuring cylinders.		
contexts, for	observations	Show curiosity about similarities	Begin to recognise	State what science	enquiry they have used to answer the	Make decisions about		around the
example, through	and drawing	and differences	that there are	they did to answer the	question.	whether repeat		world using
asking questions,	pictures of	between living	different ways to	question.	9400000	readings are required		scientific
experimenting and		things and	answer scientific	1	Learn to use a	to get accurate data.		
making	animals and	materials.	questions, including	Learn to use a data	thermometer.	~		knowledge.
predictions.	plants.		naming things,	logger, stopwatch,		Pose further		
		Use what they	sorting them and	weight scales and	Use standard units for	questions.		
		have noticed or	comparing them.	rulers.	measurements.			
		observed to						
		answer questions.	Make more		Uses senses to make			
			systematic	I	detailed observations.	1		

	Make	observations of	Make observations				
	observatio		using a digital				
	using all t		microscope.				
	senses, u						
	context sp	becific Take measurements	Use standard units for				
	vocabular	y. using non-standard units and then cms.	measurements.				
	Use magr	nifiers to	Make systematic and				
	look more	closely. Learn that a thermometer is used	careful observations.				
	Make	to measure	Identify similarities and				
	compariso		differences they have				
			observed in data they				
			have collected first				
			hand or from				
			secondary sources.				
			Relate to simple				
			scientific				
			ideas/processes learnt				
			about.				
			about.				
UTW: Frequency and rang UTW: Foster their underst C&L- Language-rich envirr C&L: By commenting on w KS1	hat children are interested in or doing, and ec	s their knowledge and sense of the world arou ly and ecologically diverse world hoing back what they say with new vocabular		dren's language effectively			
Observing closely, using s	nd recognising that they can be answered in d imple equipment nd ideas to suggest answers to questions	lifferent ways					
Making systematic and car	and using different types of scientific enquiries reful observations and, where appropriate, tak illarities or changes related to simple scientific	ing accurate measurements using standard u	nits, using a range of equipment, ir	cluding thermometers and data log	gers		
UKS2 Taking measurements, usi	ing a range of scientific equipment, with increa	asing accuracy and precision, taking repeat re	adings when appropriate				
Presents and sorts	E D'un un lun llee sortin	Solact their own	Cathor ouidonao from	Learn to use	Research secondary	Create branching keys	

Taking measurements, usin	ig a range of soleritine equipit	ient, with moreability accuracy	and precision, taking repeat rea	ango whon appropriate				
Presents and sorts	5.Discuss what	Use sorting hoops	Select their own	Gather evidence from	Learn to use	Research secondary	Create branching keys	5 Be able to
data/information,	they here	to group materials	sorting criteria.	a range of sources	branching keys.	sources to find	with 4 or more items.	a a th a u
for example, using	they have	and objects using		including first hand		answers to questions.		gather,
displays,	found out	their own and	Use observable	observation and	Decide how to gather		Recognise how	analyse data
photographs,	including	given criteria.	features to classify	experimental data,	evidence to answer a	Create tables to	secondary sources can	and articulate
simple charts and	•		living things using ID	and secondary	scientific question.	collect data.	be used to answer	and articulate
drawings.	similarities,	Use simple ID	cards.	sources of information			questions that cannot	evidenced
	differences,	sheets to identify		to answer scientific	Become more	Draw and label line	be answered through	conclusions.
Provides oral	unierences,	living things.	Use prepared tables	questions.	systematic and	graphs, scatter graphs	practical work.	conclusions.
descriptions of	patterns and		to classify living		accurate in data	and bar charts with the		
what	changes in	Gather first hand	things and materials.	Use tally charts.	collection.	variables on the	Construct data	
was done and	changes in	data from a variety				correct axis, choose a	collection tables.	
what happened.	nature.	of sources.	Construct simple bar	Construct tables.	Learn to draw a bar	suitable scale with		
			charts using		chart, labelling axes	equal intervals and	Select measuring	
Recognises		Record their	templates.	Draw labelled	and choosing a scale	plot data correctly.	equipment to give the	
similarities,		observations in		diagrams with keys.	with suitable intervals.		most precise results	
patterns and		words and	Add labels to			Draw labelled	including force meters	
differences in the		labelled pictures;	diagrams.	Construct simple food	Use symbols to	diagrams of	with a suitable scale,	
findings and links		simple prepared	-	chains.	represent an electrical	mechanisms and	ruler or tape measure.	
these to the		tables and	Identify patterns in		circuit.	structures.		
original question.		pictograms; block	their data.					

·							
	and paper strip		Use scientific	Sequence flow charts.	Use test results	Make decisions about	
Discusses, with	bar charts.	Use data collected	language in writing		gathered/knowledge	whether further	
support, how the		in enquiries to	and orally.	Learn to use Venn and	acquired to make	research is required.	
experiment might	Use simple	inform their answers		Carroll diagrams.	predictions.		
be improved.	scientific language	to questions.	Make some decisions	_		Construct and use a	
	to describe their		about how to record	Make detailed	Use data gathered to	range of ways to record	
Relates findings to	observations and	Begin to develop	observations.	observational	identify causal	and sort data.	
everyday	answer questions.	explanations based		drawings.	relationships.		
experiences.		on evidence	Use different ways to	-		Draw circuit diagrams	
	Use their data to	collected and	report enquiry	Begin to make choices	Explain how to	using recognised	
Identifies and	recognise and	previous experience	findings: posters,	about how to report	increase the accuracy	symbols.	
discusses new	rank differences.	and knowledge.	writing explanations,	enquiry findings.	and precision of		
knowledge and		Ŭ	labelled diagrams, oral		measurements.	Analyse scatter graphs.	
understanding.			presentations, drama.	Use appropriate		3.1	
Ŭ T				scientific vocabulary	Use key vocabulary	Recognise that in a	
Communicates			Use prior knowledge	consistently and	accurately and	pattern seeking enquiry	
findings to others			or data to predict	accurately.	consistently.	it is important to have	
verbally and			outcomes of tests.	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	as much data as	
through drawings,				Identify a simple	Make decisions about	possible.	
photographs,			Use evidence	pattern between two	salient and relevant		
displays and			collected in a range of	data sets.	data to present.	Use scientific language	
simple charts.			methods and their			to communicate	
Simple charts.			current knowledge to	Use test results to	Recognise there are	findings from a range of	
Responds to			formulate simple	propose solutions to	many different ways to	enquiries.	
questions about			conclusions.	problems.	report findings: scales,	criquines.	
their investigation			conclusions.	problems.	charts, reports,	Use and evaluate	
their investigation			Begin to evaluate	Use evidence to	graphs, charts,	models to represent	
Demonstrates			effectiveness of tests.	generate comparative	multimedia.	systems and	
creative thinking			chectiveness of tests.	statements.	manificaia.	processes.	
by offering			Refer to own data	statements.	Draw valid	processes.	
suggestions and			when answering	Begin to identify	conclusions from data	Evaluate methods	
solutions to			questions.	causal relationships.	collected.	uses, control of	
everyday			questions.	causar relationships.	collected.	variables, precision of	
problems.				Use simple models to	Draw upon test data to	measurements,	
problems.				represent scientific	construct an	credibility of secondary	
Demonstrates						sources.	
reasoning skills by				processes.	explanation.	50010E5.	
				Use data collected	Use observations and	luctify truct in data	
explaining choices						Justify trust in data.	
and decisions				and from secondary	test data to provide	Free loss to the free loss of	
				sources to answer	evidence to support or	Evaluate limitations of	
				questions.	refute ideas or	data collected from	
					arguments.	secondary sources.	
						Evelois why estatists	
						Explain why scientists	
						do not always agree.	
						Differentiate between	
Farly Learning Areas						fact and opinion.	

Early Learning Areas
UTW: Understanding the world involves guiding children to make sense of their physical world and their community
UTW: Frequency and range of children's personal experiences increases their knowledge and sense of the world around them
UTW: Frequency and range of our culturally, socially, technologically and ecologically diverse world
C&L- Language-rich environment is crucial.
C&L: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively
C&L: Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of
workshare and loan uses structures vocabulary and language structures.

KS1

Identifying and classifying

Gathering and recording data to help in answering questions.

LKS2

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 Using straightforward scientific evidence to answer questions or to support their findings.

UKS2

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

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

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

Identifying scientific evident				Discussion data and	The software standard to the	Table of Max Section and a section of	Males also also	
Explores and	6.To ask why	Follow simple	Learn to only	Plan observing over	Use the terms variable	Identify independent	Make planning	6 To follow
observes through	questions and	instructions to carry out simple	change one thing in a comparative test	time enquiries, making some decisions about	and control variable.	and dependent variables and use	decisions about where and how to collect	and design
play.		comparative tests.	to make sure it is	what observations	Use a fair test planner	these to generate fair	information	scientific
Asks questions	choose the	comparative tests.	fair.	and/or measurements	to identify variables to	and comparative test	(recognising and	
arising from play	right	Use practical		they will need to make	change, measure and	questions.	controlling variables,	enquiries.
activities.	resources to	resources	Begin to plan simple	and when.	keep the same to		deciding what	
	carry out their	provided,	tests independently.		answer a question.	Identify the important	observation or	
Makes simple		including water		Plan simple		variables to control	measurements to make	
predictions of what	own plan.	droppers.	Learn how to set up	comparative tests,	Plan and carry out a	when carrying out a	over time and for how	
might happen.			an observation over time enquiry.	making some decisions about what	fair test.	comparative or fair test.	long, using suitable samples to identify	
Makes			une enquiry.	to change and what to	Plan and carry out a		patterns).	
suggestions about			Predict a result	measure.	comparative test.	Justify selection of	pattorno).	
what to do			using prior			enquiry type.	Ask and write enquiry	
to answer the			experience and	Make some decisions	Follow instructions to		questions.	
selected question.			knowledge.	about which practical	carry out a pattern			
O and a set				resources to use.	seeking enquiry.			
Carries out practical activities								
within a								
variety of learning								
environments								
Discusses obvious								
risks and takes								
appropriate steps to protect								
themselves and								
others.								
Uses their senses								
to acquire								
information.								
Measures using								
simple equipment								
and non-standard								
units.								

Early Learning Areas

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KS1

Performing simple tests

LKS2 Setting up simple practical enquiries, comparative and fair tests

UKS2 Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary