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. | | | |



| Institution closed, steph, tanky seles, where years seeds. close seles come in a sink, leven and sink, leven and seles, leven seeds. close set seles come in a seles come in a select come in a sel | | | | | | | | |
|---|----------------------|-----------------------|------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--|
| Plants Plants (bee n land, beeds, cepts, socials, alls, leter, local, viait, solit and hours, tool, viait, solit and hours, the provintion mater prants, solit, leter, tool, solit, letter, the provintion and tools.Plants the provintion tool, solit, letter, tool, solit, letter, letter, tool, letter, letter, letter, tool, letter, le | characteristics and | Reptiles: eggs, | | bones vary in size and | | Majority of insects go | white blood cells and | |
| 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 | |
| InectionFirst: water living, scales, split, scale fins and eggs.First: water living, fins and eggs.Seeds or builts. Scale germinate makes food user living. Scale germinate makes food water and and changes as mature plants.to produce the plant makes food water and and changes as mature plants.The cycle which makes food segret makes food water and and changes as mature plants.The cycle which makes food segret makes food water and and changes as mature plants.The the sin a nuscle with the observate mature plants.A true has leaves, truin, branches and roots.Mammais: hair or to (dispin, look like younger venion of parents.Mature plants nead grow healthy' depending on the heart.Index of the sin heart and cost.Power has transparent the topic.Power has transparent the topic. | | claws and wings. | | | eaten by each other. | | back in a figure of 8 | |
| lood, water, Soil and heat.scales, gills, teim, into seedings and mature plants.lood and water, ia and water, into the soil. Construction, ending in death and decay.The heat is annuacide water, ging of the soil.The heat is annuacide water, ging of the | Plants have basic | | grow from either | from sunlight is used | | All living things have a | system. | |
| and heat.fins and eggs.Seeds germinate into the soil. Roots anchor he jain then grow into the grow into the grow into the grow into and charges as and charges as and charges as and charges as the grow into lock young, milk for patels, leaves, stem and roots.Seeds germinate into the soil. Roots and roots's and roots's grow healthy.Roots anchor he jain mine alw which is abadob water and mine alw which is and roots's and roots's and roots'sRoots anchor he jain the grow into the soil. Roots and roots's and roots's and roots'sWith we separate and soil of soil and vater of grow healthy.Roots anchor he jain mine alw which is and water of grow healthy.Roots anchor he jain mine alw which is and water of grow healthy.Roots anchor he jain mine and water of grow healthy.Roots anchor he jain mine and water of grow healthy.Roots anchor he jain mine and water of and water of and water of and roots.Roots anchor he jain mine alw which is and water of and water of and roots.Roots anchor he jain and water of and water of and water of and water of and observeNot as in an the and so the blood the jain of the plant.Not as in any the been alw.Our changing water in the jain the grow as a compare in deal and observeAnimals can be and anony and water of anony and water of anony and anony and observeRoots anchor he jain and mine alw water and mine alw water and mine alw water and noots and anony and observeRoots anchor he jain and mine alw water and mine alw water and mine alw water and during in goots and mine alw water and anony and onony wa | needs: sunlight, | Fish: water living, | seeds or bulbs. | | | | | |
| Theres and flowers are types of plants: Amphibias:egs, water, land ixing and changes as they grow. into seedings and mature plants. and changes as they grow. Robs and/or the plant. Into seedings and mature plants. into seedings and mature plants. <t< td=""><td>food, water, soil</td><td>scales, gills, teeth,</td><td></td><td>food.</td><td>makes food using</td><td>includes growth and</td><td>The heart is a muscle</td><td></td></t<> | food, water, soil | scales, gills, teeth, | | food. | makes food using | includes growth and | The heart is a muscle | |
| Trees and flowers are types of plants.Amphibians: eggs water, land vinages as the grow.Into the soil. Roots absorb water to marke bair or the source plants.Into messal. Roots absorb water to marke bair or the plant.Into messal. Roots absorb water to the plant.Into messal. Roots absorb water to the plant.Into messal. Roots absorb water to the plant.Into messal. Roots the plant.We can use our senses to explore and obsorve changes in different sesson.Animals can be topped tesh for commentalIntings and change.Intings and change.Intings and change.Intings and change.We can use our senses to explore and obsorve changes ab and out changes ab and changes ab and the ground are the drow and the the sense at the grow and the grou | and heat. | fins and eggs. | Seeds germinate | | water, air and the | reproduction, ending | with two separate | |
| are types of plants. waler, land living mature plants. absorb water and minerals which is and water and minerals which is and water of the plants. consumer that east is interest which is apported to the leaves and fromals have teeth is apported to the garden and roots. Fourest consumer that east is interest which is apported to the leaves and fromals have teeth is apported to the garden and roots. Fourest consumer that east is interest which is apported to the leaves and fromals have teeth is apported to the leaves and fromals have teeth is apported to the leaves and from the body. Arteries are blood with the oxygen used up from the body. A flower has and roots. During mature plants. During mature plants. During mature plants. Consumer that east is the orgen and the comparison of the plant. Arteries are blood with the oxygen used up from the body. A flower has and roots. Animals can be group whathily orgen the group of the plant. Environmental Leaves have time thor and the comparison of the plant. Some trees on the four of the group of the plant. Environmental is and water and miners. Some trees of the group of the plant. Some trees of the group of the group of the plant. The neares of the group of the plant. Some trees of the group of | | | into seedlings and | | energy of the sun. | in death and decay. | sides. One side pumps | |
| A tree has leaves, trunk, branches and toots/ Mammatis hair of trunk in banches and toots/and changes as thy grow.Amine als water of and water of grow healthy.Amine als water of transported to the leaves and flowers with transported to the parts.Amine als water of transport heaves hard flowers transport heaves hard flowers the part.Amine als water of transport heaves the part.Amine als water of transport heave the part.Amine als water of transport heaves the part.Amine als water of transport heave the part.Amine als water of transport heaveAmine als water of transport heave the | Trees and flowers | Amphibians: eggs, | then grow into | into the soil. Roots | This is passed to the | | blood full of oxygen | |
| A tree has leaves, truk, branchesthey grow.Mature plants need igrow healty.Animals have teeth reserved nots/Stame have teeth sev gran called capel.Stame na formale used grant caped to the leaves and roots/Stame na formale sev gran called capel.Stame na formale used grant raw into the leaves and roots/Stame na formale sev gran called capel.Stame na formale used grant rushing into the leaves and roots/Stame na formale sev gran called capel.Stame na formale used grant rushing into the leaves and the sev grant capel parts require the plant.Animals have teeth rushing into the leaves and there in the grant require the plant is require parts require the plant is require the plant is require parts require the plant is require the plant is require the plant is require parts require the plant is require the pla | are types of plants. | water, land living | mature plants. | absorb water and | consumer that eats it. | Flowers contain male | from the lungs whilst | |
| trunk, branches and roots/Mammals: hair of tr, birth to iter young, mik for offspring, look like young er vesion of tars man roots.light and water to grow healthy.light and water to grow healthy.appropriate to the food send flowers via the plant. Frequire and interval provides the basis in the sender the costs.appropriate to the food sender the plant.appropriate to the food sender the plant.Arteries are blood away from the body.Our changing wind the basis wind in the costs.Animals can be grouped by what ye of the plant.Different traver plants and minutes the plant food.Appropriate to the food the plant.Beavier and flowers via the plant food.Beavier and the plant.Arteries are blood away from the body.We can use our senses to explore and observe changes in different seasons.PlantsDifferent the plant.Beavier and the plant.Beavier and the plant.Sender are berry the plant.Arteries are blood from the isody.We can use our senses to explore and observe forme plants if and mixers through physical changes in through physical the aground are stem, leaf and through physical the aground are stem, leaf and the aground are stem, leaf and through physical the aground are stem, leaf and the aground are stem, leaf and through | | and changes as | | minerals which is | | sex organs called | the other side pumps | |
| Turk, branches and rods/Marmals: hair of tur, birth to live young, mik for offspring, look like younged yetsion of stem and rods.Input and water to tur, birth to live younged yetsion of the plants require different temperatures to temperatures | A tree has leaves, | they grow. | Mature plants need | transported to the | Animals have teeth | stamen and female | blood with the oxygen | |
| A lower has petals, leaves, stem and roots. yu, bink to live offspring, look like younger version of parents. Different mature problem subs our server beak in the mytich word is the local minimals can be grow healthy they eat as and observe changes in different seasons. Stem. The stem point is equire problem subs our server beak in them which carries uniparts. Anteries are blood way from the heart. We can use our senses to explore and observe changes in different seasons. Animals can be grow healthy they eat as and observe changes in different seasons. Environmental introvers. Introvers. Partices are heart they can use our senses to explore and observe changes in different seasons. Environmental introvers. Introvers. Partices are heart they can use our senses to explore and observe changes in different seasons. Environmental introvers. Introvers. Partices are heart introvers. Anteries are blood wave from the rest of the parts of a stem and output the parts of a stem leal and grow during whiler are stem, leal and grow during whiler are stem, leal and flower. Introvers. Partices are heart incodes the parts in targer outcino the parts in targer outcino the part in the part in the grow daver. Introvers. Partices are heart introvers. Partices are are different toots. Introvers. Partices are are different toots. Introvers. Partices are mark of maintrovers. Partices are partices are parts | trunk, branches | | light and water to | leaves and flowers via | appropriate to the food | sex organ called | used up from the body. | |
| A flower has petals, leaves, stem and roots. your, milk for offspring, look like younger version of parents. Different mature plats require uppetals, leaves, stem and roots. istem. An early blod away from the heart. A fleteles are blodd wessel that carry blodd away from the heart. Our changing workits the local environmental molecular bits the local environmental and observe changes in different seasons. A meteles are blodd wessel that carry blodd away from the heart. A fleteles are blodd wessel that carry blodd away from the heart. Some trees go through physical different seasons. Paints Environmental all hings are either hiving, dead or have parts of a flowerin barts of a flower, seesses to changes ound different seasons. Environmental all hings are either hiving, dead or have parts of a flowerin seessons. Not eating a balanced different seasons. A mealthy deat helps maintain or improve general health in haustas. Some trees go through physical different seasons. The names of the parts of a flower. Living things include parts of a flower. Living things include parts of a flower. Different parts live the ground are stem, leaf and plasts have never the ground are stem, leaf and flower. A healthy provides the basin never bea site. Different seasons. Different seasons. Not eating a balanced different season. Not eating a balanced different season. Some trees go through physical different season. A how the rear the ground are stem, leaf and flower. A healthy provides the basin nevere the ground are stem index bhave never been a | and roots/ | | grow healthy. | small tubes in the | they eat. Carnivores | carpel. | | |
| petals, leaves, stem and nots.offspring, look like urger version of parents.different animals can be grow healting they eat as canivores, herbivores and omivores.the plant.Herbivores have flat topped tesh for crushing plant matter.to a part of the carpet reproduction to take plantsVance can reproduction to take plantsVance can reproduction to take plantsVance can reproduction to take plantsVance can reproduction to take plantsVance can reproductionVance can reproductionVance reproductionVance can reproductionVance can reproductionVance reproduction <th< td=""><td></td><td>fur, birth to live</td><td>-</td><td>stem. The stem</td><td>have sharp slicing</td><td></td><td>Arteries are blood</td><td></td></th<> | | fur, birth to live | - | stem. The stem | have sharp slicing | | Arteries are blood | |
| petals, leaves, stem and nots.offspring, look like urger version of parents.offspring, look like different grow hashit to grow | A flower has | young, milk for | Different mature | provides support for | teeth for eating meat. | Pollen must be moved | vessels that carry blood | |
| stem and roots.younger version of parents.different temperatures to grow healthily depending on the type of the plant.Leaves have timp holes in them which and low air rint the plant the energy from the sanges to kerylore and observe changes in different seasons.towing plant temperatures to grow healthily depending on the type of the plant.Leaves have timp holes in them which and low air rint the plant the energy from the sungight is used to tume and observetope of the plant.tope of the plant.tope of the plant.tope of the plant. the energy from the sungight is used to tume and observecalled the sigma for crushing plant into the plants food.Veins carry the blood from the sungight is used to tume and observeCalled the sigma for crushing plant into the plants food.Veins carry the blood from the sungight is used to tume and observeSome trees go through plysical changes during and dutumn seasons.The names of the plants on a finowering plants the ground are seasons.The names of the plants in danimals.Litter is things that are plants in a danimals.Some wase materials can be procees do the drow abve the ground are includes the vary, which have roots.Not easing a balanced of different plants in habitats.Not easing a balanced of different plants in habitats.Not easing a balanced of different plants in habitats.Our pulse increases meet the increases meet the increases of hap other inving things grow.Our pulse increases obselve reverse to meet the increases food and water.Nore safe free plants in it shelter, food and water.Nore saf | petals, leaves, | offspring, look like | plants require | the plant. | | to a part of the carpel | | |
| Our chansing world: the local anvironmentalparents.temperatures to grow healthily depending on the type of the plant.Leaves have livy foods in them which all we ari into the plant.crushing plant matter.reproduction to take plant matter.from the rest of the books to the heart.We can use our senses to explore and observe changes in different seasons.PlantsEvironmentalLiving things are either living. dead or have new been alive.Some waste materials compete with each overcowded, they compete with each that are waste materials compete with each of the ground are seasons.Some waste materials compete with each of the ground are the ground are the ground are the ground are the we different toots.Different tpants live and adution were were been alive.Different tpants live and adution were mere and adution the season.Some waste materials compete with each of the season.Assual reproduction that they can be reseased so that they can be reseased so that they can be reseased so that are were been alive.Some waste materials compete with each of the for sulight.Some waste materials compete with each of the for sulight.Some waste materials compete with each and adution were mere and adution were routees the arimals and plants in the set of the animals and plantsDifferent tpants live materials of materials of the animals and plants animals and plants materials of the animals and plants materials and plants in the set of the animals and plants sinke in these work plants in the set of the animals and plants witch have researe live in these writch animals | stem and roots. | younger version of | different | | topped teeth for | called the stigma for | Veins carry the blood | |
| world: the local environmentalAnimals can be grouped by white senses to explore and observe changes in different seasons.Animals can be grouped by white senses to explore and observe changes in different seasons.Animals can be depending of the plant. The anergy from the sund bit used to turn plants fod.Environmental allow ari into the plant. The anergy from the plants fod.Environmental allow ari into the plant. The anergy from the plants fod.Different four and vater into the plants are overcrowded, they compete whe pach or ever the alive.Environmental allow ari into the plant. The anergy from the plants and animals.Environmental allow ari into the plants fod.Different season. and allow ari into the plant. and adaption.Verin have valves to some the plant. The anergy from the plants and animals.Verin have valves to some trees and the parts of a plants and animals.Environmental allow ari into the plant. The anergy from the plants and animals.Environmental allow ari into the plant. The anergy from the plants and animals.Environmental allow ari into the plants and animals.Some trees and animals and plants the animals and plants in the aritics.Environmental the animals and plants in the plant. The anergy from the or ever the animals and plants in the plant. The anergy from the complet whe ach carbon plants and animals and plants the animals and plants the animals and plants the animals and plants the animals and plants the arise steed.Environmental allow ari into the plant. The anergy from the carbon plants and animals break down maintain or importe general health in the a | | | temperatures to | Leaves have tiny | crushing plant matter. | reproduction to take | from the rest of the | |
| environmental We can use our senses to explore and observe changes in different seasons.type of the plant. EnvironmentalThe enarcy from the sunlight is used to the plants are overcowded, they complete with each of the ground and grow during winter and autumn seasons.type of the plant. EnvironmentalThe enarcy from the sunlight is used to the plants are overcowded, they complete with each of the ground and grow during winter and autumn seasons.type of the plant. EnvironmentalThe enarcy from the sunlight is used to the plants are overcowded, they complete with each the ground and different seasons.the plants are overcowded, they complete with each the ground and different seasons.the plants and animals. the ground and different seasons.The names of the plants and animals.third is they enarcy the ground and the ground and different plants in its sheller, flowering plants the ground and different points the ground and different plantsDifferent plants inder and autumn plants in its sheller, flow and water.Litier is thing shall the ground and the ground and different plants in its sheller, flow and water.Litier is thing shall the ground and different plantsSeeds are the production. animals break down includes the evary which contains ovules.Some waste materials complete with each the plant's seeds.Itier is thing shall wast and nutrients.Litier is thing shall wast and nutrients.Idiferent season.Foot ground and the ground and | Our changing | | grow healthily | holes in them which | | place. This is called | body back to the heart. | |
| We can use our seness to explore and observe changes in changes in different seasons.Environmental Environmental invig. dead or have never been alive.Litter is things that and water into the plant's food.Seeds are the product offerent into the plant's food.Deckwards.Some trees go through physical changes during different seasons.PlantisThe names of the parts of a flowering plants that grow above the ground are grow during winter seasons.The names of the parts of a plants and animals.Things made of rock, metal and plants in during the that grow above the ground are grow during winter seasons.Things made of rock, metal and plants in that sheller, food and water.Different plants live animals break down adapt in different plants in the sheller, food and water.Seeds are the product bar on wate season.Seeds are the product bar on water and nutrition the plant's food.A healthy ide itelps maintain or improve general health in the plant's season.Some trees are flowerr.Roots grow under the ground and different produces the basic needs of the plant's seeds.Different plants live animals and plants includes the out on the plants in it: sheller, food and water.A lower has a female plant in it: sheller, food and water.A lower has a female plant in it: sheller, food and water.A lower has a female plant in it: sheller, food and water.Worms, bacteria and includes the out on the grow.Worms, bacteria and includes the out on the grow.Worms, bacteria and includes the out on the grow.Worms, bacteria and includes the out on the glass | world: the local | Animals can be | depending on the | allow air into the plant. | Environmental | pollination. | Veins have valves to | |
| We can use our senses to explore and observe changes in different seasons.Environmental herbivores and omivores.Environmental and water into the plant's food.have been firown away and that are lying on the ground.for sexual reproduction. They are genetically different from their parents.A healthy diet helps maintain or improve genetal health in humes and animals.Some trees go through physical different season.The names of the parts of a flowering plants that grow above the ground are seasons.Things made of rooks, metal and plants and animals.Different plants live adaptic have never been alive.Different plants live adaptic have never been alive.Different plants live adaptic have never been alive.Decomposition is when dead plants and animals break down into very small pleces the plants are grow.Not eating a balanced diet carries a risk of the basic needsNot eating a balanced diet carries a risk of the plants in the sheak carries unplannedSome trees go throw are genetically identical to mino very small plecesNot eating a balanced diet carries and minals.Diecomposition is when dead plants and plants in the sheak need or oxygen in our nucles the ovary, which have toots, stems, leaves and flowers. There are differences between flowers.A habitat provides the basic needs or the basic needs o | environmental | grouped by what | type of the plant. | The energy from the | | | stop the blood flowing | |
| senses explore changes in different seasons.herbivores and omnivores.Intings are iving, dead or have never been alive.parts food.away and that are lying on the ground.They are genetically different trem their parents.A healthy diet helps ageneral health in humans and animals.Some trees go through physical changes during different seasons.The names of the parts of a flowering plants that grow above the ground are seasons.Living things include plants and animalsDifferent plants are rock, metal and plants in the stem, leaf and flower.Different plants live and adapt in different plants in the stem, leaf and flower.Different plants live and adapt in different plants in the shelt, roots,Different plants live and adapt in different plants in the shelt plants in the she | | they eat as | | sunlight is used to turn | Litter is things that | | backwards. | |
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| between deciduous andAnimals obtain their food from plants andpollen from one flower is transferred tonot biodegradable.and helps to fight off infections. | | differences | | Pollination is when the | | | flexibility and strength | |
| deciduous and food from plants and is transferred to infections. | | between | Animals obtain their | | | | and helps to fight off | |
| | | | | | _ | | | |
| 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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UTW: Frequency and range of children's personal experiences increases their knowledge and sense of the world around them

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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

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