## 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 <b>biology</b>
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	
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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.					
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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		
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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.
			<u>Classification</u>
			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.

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.

Materials	2.Understand	Materials	Materials	Rocks	Changes of State	Materials	2 Have
	some <b>important</b>						obtained an
Different materials have different	processes and	Everything around us is made from	Objects can be tested and sorted	Rocks can be compared and	A solid holds its shape. Liquids can be	Materials have physical properties	
properties.	-	materials.	according to the	grouped according to	poured and will spread	that make them fit for	understanding
properties.	changes in the	materials.	properties of the	their appearance and	out. Both solids and	certain purposes.	of the key
Materials are	natural world	Some materials	materials they are	simple properties.	liquids have a fixed		domains of
selected for	around them,	are natural which	made from.		volume.	Weathering, wear and	knowledge
different functions	including the	means they are	Leven (energy Personal	Rocks change over		tear can occur over	0
such as clothing and animal and	seasons and	used without modification.	Inventors discover new uses for	time depending on their physical	Water freezes at zero degrees Celsius.	time and this will have an impact upon a	within
human home.	changing states	mounication.	materials and create	properties.	degrees Celsius.	material's fitness for	chemistry and
based on their	of matter	Some materials	new materials.	p. op 01.000	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.
		have different		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 place it in the		Materials should	allow the shapes of materials to be	Fossils are formed	Melting and freezing	The viscosity of a	
freezer (very cold		be used carefully	changed in different	when living things are	are reversible process.	liquid describes how	
condition)		and can often be	ways.	trapped within a rock.		thick/thin it is and how	
,		reused and			Air is a gas. Gases	fast/slow it will flow.	
A sieve can be		recycled.	Objects are made	Human knowledge of	have substance and		
used to separate		Objecte can be	from materials with	the living world has	weight. They change	A thermal insulator is a material that	
large objects.		Objects can be sorted according	properties that make them fit for purpose.	been developed through the lives and	in shape and volume to fill the space they	transmits heat through	
Changes can		to their source	them in for purpose.	work of fossil	are in.	it very well.	
occur when we		materials.		scientists such as			
mix wet and dry				Mary Anning.	When water changes	A thermal insulator	
materials together.		Objects can be			from liquid to gas it	keeps hot things hot	
		made from more than one material.			becomes water vapour. This is called	and cold things cold.	
		including recycled			evaporation.	Materials can be	
		materials.				absorbent and can	
					When water changes	soak up and take in	
		Materials have			state from liquid into	liquid.	
		physical			gas, it becomes water		
		properties that					

RI       Some materials and procession.       Some materials and procession.         RI       Conference on the source of the so									
K1         Set in the state of the state of everyday materials, including wood, plasic, glass, metal, water, and rock.         Description of new analysical properties of a variety of everyday materials, including wood, plasic, glass, metal, vater, and rock.         Compare and group together everyday materials on the basis of their simple physical properties.         Identify and name a variety of everyday materials on the basis of their simple physical properties.         Identify and compare the suitability of a variety of everyday materials.         KS2         Compare and group together a variety of everyday materials.         Including wood, plasic, glass, metal, plasic, glass, brick, rock, paper and cardboard for particular uses         Find out how the shapes of solid bipets made from some materials including wood, metal, plasic, glass, brick, rock, paper and cardboard for particular uses         Exercise in simple terms how fossils are formed when thing sha thave lived are trapped within rock         Recognise that solis are made from tocks and organic matter.         Compare and group together everyday materials on the basis of their appearance of everyday materials on the basis of their appearance of everyday materials in basicable the are cycle and associable the rate of everyday materials.         Ubently the divert that some materials is nucleus that water cycle and associable the rate of everyday materials.         Compare and group together everyday materials on the basis of their appearance including through filtering, siving and everyday materials.         Ubently the divent trapp			for different			condensation. The Earth's water can be a liquid, gas or solid. Water evaporates into the air, then the warm air cools as it rises, leading to condensation and the formation of clouds. Water droplets in the clouds fall as rain. Water returns to the sea via streams, lakes and rivers to continue	permeable and let water pass through. Some materials are waterproof and do not let water pass through. Solid, dry mixtures of materials can be separated by sieving. Some solids dissolve in water while others do not. Solids that do not dissolve can be separated from a liquid by filtering. Solids which dissolve can be retrieved from a solution if the liquid is evaporated. Some changes of state are reversible, and others are non- reversible.		
Eight comes norm light boards of the a lot of the appears to raver	Distinguish between an obj Identify and name a variety Describe the simple physic Compare and group togeth Identify and compare the si Find out how the shapes of <b>LKS2</b> Compare and group togeth Describe in simple terms ho Recognise that soils are mu Compare and group materi Observe that some material Identify the part played by of <b>UKS2</b> Compare and group togeth Know that some materials i Use knowledge of soilds, lin Give reasons, based on evi Demonstrate that dissolving Explain that some changes	of everyday materials, includ al properties of a variety of ev er a variety of everyday mate uitability of a variety of everyd solid objects made from som er different kinds of rocks on i ow fossils are formed when th ade from rocks and organic m als together, according to whe ls change state when they ar avaporation and condensation er everyday materials on the will dissolve in liquid to form a quids and gases to decide ho idence from comparative and g, mixing and changes of stat result in the formation of new	ing wood, plastic, glass, meta reryday materials rials on the basis of their simp ay materials, including wood, the basis of their appearance sings that have lived are trapp ratter. Ther they are solids, liquids of the basis of their properties, inclu solution, and describe how to w mixtures might be separate fair tests, for the particular us e are reversible changes	ble physical properties. metal, plastic, glass, brick, rock, by squashing, bending, twisting a and simple physical properties ed within rock or gases sure or research the temperature ciate the rate of evaporation with ding their hardness, solubility, tra o recover a substance from a sol d, including through filtering, siev es of everyday materials, includi	at which this happens in degrees temperature ansparency, conductivity (electrical ution ving and evaporating ng metals, wood and plastic le, including changes associated w Light	Celsius (°C) I and thermal), and response to ma vith burning and the action of acid o Sound	gnets on bicarbonate of soda. Forces	Light appears to travel	<b>3</b> Have obtained an
		happen and			sources. Dark is the	something vibrating;	makes it harder to	in straight lines.	understanding

	-					-
Night is dark as	why things	absence of light.	this is the source.	move an object across		of the key
there is little or no	work.	Nothing can be seen if	Different sources	a surface or slows	We can see a light	domains of
light.	WOIK.	there is no light.	make different sounds.	down an object	source because some	
Sup boing our		Objects are easier to	Vibrationa traval from	moving over a surface.	of the light from the	knowledge
Sun being our biggest source of		see when there is	Vibrations travel from the source through a	The unit of	source enters our eyes.	within <b>physics</b>
light and that this		more light.	material to the ear so	measurement of a	Light travelling in	and can use
helps us to see		more light.	that we can hear	force is Newtons.	straight lines can be	
objects easily		Shiny materials and	them.		used to explain why a	key concepts
during the day.		objects are good		Gravity is a force that	shadow is the same	to make links
		reflectors of light.	Sounds can be quiet	pulls all objects to the	shape as the object that	between
		When there is less	or loud; volume	centre of the Earth.	casts it and how the	
Earth in space		light more reflective	depends on the size of		shape of shadows can	domains.
<u> </u>		materials are easier to	the vibrations.	Air Resistance is a	be changed.	
The moon has a		see than less		force that slows down		
spherical shape.		reflective ones.	Sounds get fainter as the distance from the	an object moving	Light is reflected from	
The moon is far		Shadows are formed	sound source	through air.	shiny surfaces in a predictable way	
from Earth and we		when light is blocked.	increases.	The amount of air	because it travels in	
need a space		Objects made from	moreases.	resistance depends on	straight lines.	
rocket to travel to		opaque materials cast	Sounds can be high or	the surface area of the	ettalgitt inteet	
it.		the darkest shadows.	low in pitch. Pitch	object.	We can see objects	
			depends on the size of		because they reflect	
We need to travel		Shadows are the	the object vibrating.	It is air resistance, not	some of the light that	
through space to		same shape as the		the object's weight,	falls onto them into our	
get to the moon.		object that cast them.	The pitch of a note	that affects how	eyes	
		Light from the own one	played on a stringed	quickly an object falls.		
Electricity and		Light from the sun can be dangerous so we	instrument depends on the length,	Water resistance is a	Electricity	
movement		need to protect our	thickness and	force that slows down	Circuit diagrams using	
movement		eyes.	tautness of the	an object moving	standard symbols are	
Objects can move		0,00.	vibrating string.	through water.	used to record circuits.	
by pushing or		The size and position	5 5	<b>S</b>		
pulling.		of a shadow can be	Electricity	The amount of water	Adding cells to a circuit	
		changed by moving		resistance depends on	makes a lamp brighter.	
Demonstrate how		the light source.	Many household	the shape of an object.		
objects can move,		_	devices and		A lamp gets brighter if	
speed up, slow		Forces	appliances run on	A pulley mechanism is	the voltage in the circuit	
down and change shape.		A force is a push or	electricity. Some plug into the mains and	used for lifting heavy objects by applying a	is increased.	
shape.		pull that can make	others run on	pulling force at one	A lamp gets dimmer if	
Some objects		something move.	batteries.	end of rope attached	thinner wires are used.	
float, and some		3		to the load which		
objects sink.		The surface a spinning	An electrical circuit	passes over the	If the voltage is	
		top is moving on	consists of a cell or	wheel.	increased in a circuit, a	
Not all materials		affects how long it	battery connected to a		buzzer makes a louder	
are attracted to		spins for.	component using	A lever is a long rigid	sound and a motor	
magnets (for eg:		The conference which is it	wires.	arm that rests on a	turns more quickly.	
plastic and wood are not attracted to		The surface on which an objects rests	A switch can be added	pivot. A force is applied to one part of		
magnets).		affects how it slides.	to a circuit to turn the	the lever to lift the load		
magnets).		anooto now it silues.	component on or off.	at another point on the		
Magnets can push		Magnets have a North	component on or on.	lever.		
other magnets		or South pole. Unlike	If there is a break in a			
away.		poles attract and like	circuit, a loose	A gear is a		
			connection or a short	mechanism which		

A						
Not all metals are		poles repel each	circuit, the component	consists of wheels		
attracted to		other.	will not work.	with teeth that slot		
				together. Gears		
magnets.				logether. Gears		
		Some metals are	Metals are good	change the direction of		
1		attracted to a magnet	electrical conductors.	movement and the		
		and are known as	Non-metals are	force required to make		
				loice 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				
		he tested using the		The main heading that		
		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 Feedback dealers		
				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.		
				-		
				The Sun appears to		
				move east to west in		
				an arc across the sky		
				from sunrise to sunset.		
				Changes in shadows		
				changes in shauows		
				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.		
				changes in shauows.		
				The Moon orbits the		
				Earth every 28 days		
				and rotates on its axis.		
LKS2						

LKS2 Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. Compare how things move on different surfaces

Observe how magnets attrac Compare and group togethe Describe magnets as having Predict whether two magnet Identify how sounds are max Recognise that vibrations fir Find patterns between the p Find patterns between the p Recognise that sounds get f Identify common appliances Construct a simple series el- Identify whether or not a lar Recognise that a switch ope Recognise some common c UKS2 Describe the movement of th	Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and no others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the volume of a sound and the strength of the vibrations that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. Identify norm appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Recognise that a switch opens and closes a circuit and associate this with whether or not ta lamp lights in a simple series circuit. The sound associate this with being good conductors. <b>UKS2</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth Describe the movement of the Moon relative to the Earth									
Recognise that some mecha Recognise that light appears Use the idea that light travel Explain that we see things b	s to travel in straight lines Is in straight lines to explain th because light travels from light	eys and gears, allow a smalle nat objects are seen because t sources to our eyes or from	ving surfaces r force to have a greater effect. they give out or reflect light into light sources to objects and ther shape as the objects that cast the	n to our eyes						
Associate the brightness of a	a lamp or the volume of a buz	zzer with the number and volt	age of cells used in the circuit	of buzzers and the on/off position of	of switches					
Use recognised symbols wh	ien representing a simple circ	uit in a diagram.			1					
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 and shows	natural world	what they notice and observe in the	how things are similar and different,	they could investigate.	question stems.	meter.	tests and observations 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 enquiry they have	measuring cylinders.		around the		
contexts, for	observations	Show curiosity about similarities	Begin to recognise	State what science	used to answer the	Make decisions about				
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.		readings are required		scientific		
experimenting and making	animals and	things and materials.	answer scientific questions, including	Learn to use a data	Learn to use a thermometer.	to get accurate data.		knowledge.		
predictions.	plants.	materials.	naming things,	logger, stopwatch,	thermometer.	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	Make observations	Uses senses to make					
		anonor questions.	systematic	using a digital	detailed observations.					
		Make	observations of	microscope.						
		observations	features and	Line standard units for						
		using all their senses, using	changes.	Use standard units for measurements.						
		context specific	Take measurements	ououromonto.						
		vocabulary.	using non-standard	Make systematic and						
		Lico magnifiera ta	units and then cms.	careful observations.						
		Use magnifiers to look more closely.	Learn that a	Identify similarities and						
			thermometer is used	differences they have						
		Make	to measure	observed in data they						
		comparisons.	temperature.	have collected first						
				hand or from secondary sources.						
				Relate to simple						

								1
				scientific				
				ideas/processes learnt				
				about.				
KS1								<u> </u>
Observing closely, using sir	d recognising that they can be nple equipment d ideas to suggest answers to							
LKS2								
Asking relevant questions a Making systematic and care	nd using different types of sci oful observations and, where a arities or changes related to s	appropriate, taking accurate r	neasurements using standard u	nits, using a range of equipment, in	cluding thermometers and data log	gers		
UKS2			/ and precision, taking repeat rea					
Presents and sorts		Use sorting hoops	Select their own	Gather evidence from	Learn to use	Research secondary	Create branching keys	5 Do obloto
data/information,	5.Discuss what	to group materials	sorting criteria.	a range of sources	branching keys.	sources to find	with 4 or more items.	5 Be able to
for example, using	they have	and objects using	o o na ng o na na ng	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	
drawings.	similarities,	Use simple ID sheets to identify	cards.	sources of information to answer scientific	Become more	Draw and label line	questions that cannot be answered through	evidenced
Provides oral	differences,	living things.	Use prepared tables	questions.	systematic and	graphs, scatter graphs	practical work.	conclusions.
descriptions of	patterns and	0 0	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 what happened.	nature.	data from a variety of sources.	Construct simple bar	Construct tables.	Learn to draw a bar	correct axis, choose a suitable scale with	collection tables.	
what happened.	nature.	or sources.	charts using	Construct tables.	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 findings and links		labelled pictures; simple prepared	diagrams.	Construct simple food chains.	Use symbols to represent an electrical	diagrams of mechanisms and	with a suitable scale,	
these to the		tables and	Identify patterns in	Chains.	circuit.	structures.	ruler or tape measure.	
original question.		pictograms; block	their data.	Use scientific	on out.	offactaroo.	Make decisions about	
0 1		and paper strip		language in writing	Sequence flow charts.	Use test results	whether further	
Discusses, with		bar charts.	Use data collected	and orally.		gathered/knowledge	research is required.	
support, how the			in enquiries to	Maka sama dasisiana	Learn to use Venn and	acquired to make	Construct and use a	
experiment might be improved.		Use simple scientific language	inform their answers to questions.	Make some decisions about how to record	Carroll diagrams.	predictions.	Construct and use a range of ways to record	
se improved.		to describe their		observations.	Make detailed	Use data gathered to	and sort data.	
Relates findings to		observations and	Begin to develop		observational	identify causal		
everyday		answer questions.	explanations based	Use different ways to	drawings.	relationships.	Draw circuit diagrams	
experiences.		Use their data to	on evidence collected and	report enquiry	Pogin to make choices	Explain how to	using recognised	
Identifies and		recognise and	previous experience	findings: posters, writing explanations,	Begin to make choices about how to report	Explain now to increase the accuracy	symbols.	
discusses new		rank differences.	and knowledge.	labelled diagrams, oral	enquiry findings.	and precision of	Analyse scatter graphs.	
knowledge and			Ŭ	presentations, drama.		measurements.		
understanding.					Use appropriate		Recognise that in a	
Communication				Use prior knowledge	scientific vocabulary consistently and	Use key vocabulary	pattern seeking enquiry	
Communicates findings to others				or data to predict outcomes of tests.	accurately.	accurately and consistently.	it is important to have as much data as	
verbally and						conoiotonny.	possible.	
through drawings,				Use evidence	Identify a simple	Make decisions about		
photographs,				collected in a range of	pattern between two	salient and relevant	Use scientific language	
displays and				methods and their	data sets.	data to present.	to communicate	
simple charts.		1		current knowledge to				

				formulate simple	Use test results to	Recognise there are	findings from a range of	
Responds to				conclusions.	propose solutions to	many different ways to	enquiries.	
questions about				Denie te contrate	problems.	report findings: scales,	the second succession in	
their investigation				Begin to evaluate	Line ovidence to	charts, reports,	Use and evaluate	
Demonstrates				effectiveness of tests.	Use evidence to	graphs, charts,	models to represent	
Demonstrates				Defer to own data	generate comparative	multimedia.	systems and	
creative thinking				Refer to own data	statements.	Drowwalid	processes.	
by offering				when answering	Degin to identify	Draw valid	Evolucto mothodo	
suggestions and solutions to				questions.	Begin to identify causal relationships.	conclusions from data collected.	Evaluate methods uses, control of	
everyday					causal relationships.	collected.	variables, precision of	
problems.					Use simple models to	Draw upon test data to	measurements,	
problemo.					represent scientific	construct an	credibility of secondary	
Demonstrates					processes.	explanation.	sources.	
reasoning skills by					p	enplaneen		
explaining choices					Use data collected	Use observations and	Justify trust in data.	
and decisions					and from secondary	test data to provide		
					sources to answer	evidence to support or	Evaluate limitations of	
					questions.	refute ideas or	data collected from	
						arguments.	secondary sources.	
						-		
							Explain why scientists	
							do not always agree.	
							Differentiate between	
KS1							fact and opinion.	
		a variety of ways to help in an	swering questions					
Recording findings using sin Reporting on findings from Using results to draw simple	imple scientific language, drav enquiries, including oral and le conclusions, make prediction	written explanations, displays ons for new values, suggest in	s, bar charts, and tables or presentations of results and nprovements and raise further q					
Recording findings using si Reporting on findings from Using results to draw simpl Using straightforward scien UKS2	imple scientific language, drav enquiries, including oral and le conclusions, make predictic tific evidence to answer ques	wings, labelled diagrams, keys written explanations, displays ons for new values, suggest in tions or to support their findin	s, bar charts, and tables or presentations of results and on provements and raise further q gs.	uestions				
Recording findings using si Reporting on findings from Using results to draw simpl- Using straightforward scien <b>UKS2</b> Recording data and results Using test results to make p	imple scientific language, drav enquiries, including oral and i le conclusions, make prediction tific evidence to answer ques of increasing complexity usin predictions to set up further c	wings, labelled diagrams, keys written explanations, displays ons for new values, suggest in tions or to support their findin g scientific diagrams and labo omparative and fair tests	s, bar charts, and tables or presentations of results and nprovements and raise further q gs. els, classification keys, tables, so	uestions catter graphs, bar and line graphs				
Recording findings using si Reporting on findings from Using results to draw simpl Using straightforward scien UKS2 Recording data and results Using test results to make p Reporting and presenting fi	imple scientific language, dra enquiries, including oral and le conclusions, make predicti titific evidence to answer ques of increasing complexity usir predictions to set up further cr indings from enquiries, includ	wings, labelled diagrams, keys written explanations, displays nos for new values, suggest in tions or to support their findin g scientific diagrams and labo omparative and fair tests ng conclusions, causal relatic	s, bar charts, and tables or presentations of results and nprovements and raise further q gs. els, classification keys, tables, so onships and explanations of and	uestions	nd written forms such as displays ar	nd other presentations		
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Carries out				
practical activities within a				
variety of learning environments				
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.				
KS1 Performing simple tests				
r enorming simple tests				
LKS2				
Setting up simple practical enquiries, comparative and fai	r tests			
UKS2				
Planning different types of scientific enquiries to answer q	questions, including recognising and controlling variables w	here necessary		