

## Science Progression Map - 2024 to 25 - (detailing links to National Curriculum and Tier 3 Vocabulary)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>BIOLOGY</b></p> <p>All About Me</p> <p>Observe/identify/describe changes as we grow.</p> <p>Observe/identify/describe differences between each other</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p>	<p><b>BIOLOGY</b></p> <p>My Place in the World</p> <p>Explore the natural world around them, using their senses.</p> <p>Observe our teeth using magnifying glasses and know how to keep them clean.</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p>	<p><b>CHEMISTRY</b></p> <p>Materials Matter</p> <p>Describe the feel of different materials e.g. rough, smooth, opaque etc</p> <p>Explore and sort materials with similar and different properties.</p> <p>Observe changing states of matter e.g. ice melting, water freezing, making jelly.</p> <p>Investigate which materials float and sink.</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p>	<p><b>BIOLOGY</b></p> <p>Habitats - Who Lives Where?</p> <p>Observe the life cycle of a caterpillar to a butterfly, tadpole to a frog, fertilised egg to a chick</p> <p>Explore habitats found in the school grounds e.g. nest, log pile</p> <p>Observe seeds germinating and growing into plants</p> <p>Compare local habitats with habitats in a different</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p>	<p><b>BIOLOGY</b></p> <p>Farm to Fork</p> <p>Observe, and look after, seeds germinating and growing into plants</p> <p>Explore which vegetables grow above or below the ground.</p> <p>Observe first hand where different food products come from</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p>	<p><b>CHEMISTRY</b></p> <p>Once Upon a World...Long, Long ago</p> <p>Observe/identify/describe changes as the seasons change throughout the year.</p> <p>Describe how to look after plants in the school grounds e.g. take responsibility for watering the hedge, plants</p> <p>Observe animals and plants in the outside environment</p>
<b>Development Matters and Early Learning Goals</b>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> </ul> <p><b>3-4</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them</li> </ul> <p><b>ELG</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families</li> <li>Notice differences between people</li> </ul> <p><b>3-4</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them</li> <li>Explore the natural world around them Describe what they see, hear and feel outside (S)</li> </ul> <p><b>ELG</b></p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts</p> <p><b>The Natural world</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outside</li> </ul> <p><b>3-4</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> <li>Explore and talk about different forces they feel</li> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about the differences between materials and changes they notice</li> <li>Explore and talk about different forces</li> <li>Talk about what they see, using a wide vocabulary</li> </ul> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things (S)</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Understanding the effect of changing seasons on the natural world around them</li> <li>Recognise some environments that are different to the one in which they live</li> </ul> <p><b>ELG</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>Explore materials with different properties</li> <li>Explore natural materials, indoors and outside</li> </ul> <p><b>3-4</b></p> <ul style="list-style-type: none"> <li>Plants seeds and care from growing plants</li> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for our natural environment and all living things</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul> <p>Understand the effect of changing season in the natural world around them</p> <p><b>ELG</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environment, drawing on their experience and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p><b>0-3</b></p> <ul style="list-style-type: none"> <li>Explore and respond to different phenomena in their settings or on trips</li> </ul> <p><b>3-4</b></p> <ul style="list-style-type: none"> <li>Plants seeds and care for growing plants (Understand the key features of the life cycle of a plant and animals Reception</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Recognise some environments that are different to the one in which they live (</li> </ul> <p>Describe what they see, hear and feel whilst outside</p> <p><b>ELG</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment, using knowledge from observations, discussions, stories, non-fiction texts and maps</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Know some similarities and differences between the natural world around them and contrasting environment drawing on their experiences and what has been read in class (</li> </ul>	<ul style="list-style-type: none"> <li><b>3-4</b></li> <li>Plants seeds and care for growing plants</li> <li>Understand the key features of the life-cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> </ul> <p><b>Reception</b></p> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>ELG</b></p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations pictures and drawing animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
<b>Tier 3 vocabulary</b>	<ul style="list-style-type: none"> <li>Body parts - head, arms, leg, hand, foot, thigh, elbow, calf, earlobe etc</li> <li>Internal body parts- heart, lungs, brain, stomach, muscle etc</li> <li>Senses - smell, taste, see, hear, listen, touch, feel</li> <li>sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all year)</li> </ul>	<ul style="list-style-type: none"> <li>teeth, canine, incisor, molar,</li> <li>sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all year)</li> </ul>	<p>ew3</p>	<ul style="list-style-type: none"> <li>caterpillar, larvae,</li> <li>woodland, desert, ocean/sea, rainforest, polar regions</li> <li>sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all year)</li> </ul>	<ul style="list-style-type: none"> <li>seeds, tree, flower, leaf, roots, grow, water, germinate, farm, woodland, young, names of key animals and their babies e.g. sheep/lamb cow/calf horse/foal</li> <li>sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all year)</li> </ul>	<ul style="list-style-type: none"> <li>plants, care, water, prune, rot, roots, hedge, dehydrated</li> <li>sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, (all year)</li> </ul>
<b>SK Categories</b>	SC, AIH	SC, AIH, LTTH	SC, EM, CoM, SM	SC, AIA, P, LTTH	SC, P, LTTH	SC, P, AIA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>BIOLOGY</b></p> <p>Animals, including humans</p> <p>All our senses are as important as each other. What do you think?</p>	<p><b>PHYSICS</b></p> <p>Seasonal changes</p> <p>Agree or disagree. There will always be four seasons.</p>	<p><b>CHEMISTRY</b></p> <p>Everyday materials</p> <p>What is the best material to build a house in 1666?</p>	<p><b>BIOLOGY</b></p> <p>Animals, other animals</p> <p>True or false. Carnivores are hunted by other carnivores.</p>	<p><b>BIOLOGY</b></p> <p>Plants</p> <p>ABC - All plants lose their leaves.</p>	<p><b>PHYSICS</b></p> <p>Forces</p> <p>Agree or disagree. What goes up, must come down. (Laying the foundations for Year 3 and 4)</p>
National Curriculum Objective	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><b>Animals-other animals</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p>(Non-statutory)</p> <ul style="list-style-type: none"> <li>- Describe basic movements, using simple comparisons such as faster and slower.</li> </ul>
Working Scientifically (National Curriculum)	<p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <p><b>PLAN</b></p> <p><b>DO</b></p> <p><b>RECORD</b></p> <p><b>EVALUATE</b></p>	<p>Pupils might work scientifically by: -</p> <p>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>Pupils might work scientifically by: -</p> <p>Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'</p>	<p>Pupils might work scientifically by: -</p> <ul style="list-style-type: none"> <li>- using their observations to compare and contrast animals at first hand or through videos and photographs describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</li> </ul>	<p>Pupils might work scientifically by: -</p> <ul style="list-style-type: none"> <li>- observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants;</li> <li>- describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</li> </ul> <p>Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	<p>Pupils might work scientifically by: -</p> <ul style="list-style-type: none"> <li>- exploring how pay doh can change shape in a variety of ways.</li> <li>- explore what happens when objects of different masses are thrown up in the air,</li> <li>- observe how a push and a pull can affect different objects.</li> <li>- to carry out a simple test to see how different objects travel down a steep ramp compared to a flatter ramp.</li> </ul>
Tier 3 Vocabulary	head, elbow, neck, ankle, forehead, knees, face, eyes, eyebrows, cheek, chin, shoulders, toes,	autumn, winter, spring, summer, weather, climate, seasons, seasonal, rainfall, wind, fog, snow, sleet, daylight,	hard, soft; stretchy, stiff, shiny, dull; rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent.	fish, reptile, amphibians. reptiles, birds, mammals, carnivore, herbivore, omnivore, group, sort, classify	deciduous, evergreen, coniferous, leaves, flowers, blossoms, petals. fruit, roots, bulb, seed, trunk, branches, stem	push, pull, balance, force
Categories	AIH	SC	EM, UoEM	AIA, LTTH	P, LTTH	F, PCoM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><b>BIOLOGY</b></p> <p>Animals, including humans</p> <p>A balanced diet means eating the same amount of all food groups. Prove it..</p>	<p><b>CHEMISTRY</b></p> <p>Uses of everyday materials</p> <p>The shape of wood can be changed by squashing, bending, twisting or stretching.</p>	<p><b>PHYSICS</b></p> <p>Electricity</p> <p>True or false. All electrical appliances need batteries or mains electricity to power them? (laying the foundations for Year 4)</p>	<p><b>BIOLOGY</b></p> <p>Living Things and their habitats (including Animals - other animals - offspring)</p> <p>All objects on earth can be categorised as: alive, dead or never been alive?</p>	<p><b>BIOLOGY</b></p> <p>Living Things and their habitats</p> <p>All objects on earth can be categorised as: alive, dead or never been alive?</p>	<p><b>BIOLOGY</b></p> <p>Plants</p> <p>Always, sometimes or never? Plants need sun, soil and water to grow healthily.</p>
National Curriculum Objective	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Pupils should be taught to: (Non- statutory based on assessment for learning)</p> <ul style="list-style-type: none"> <li>- explore where electricity comes from - renewable and non-renewable sources</li> <li>- to know the difference between mains power and battery operated appliances.</li> <li>- to know the uses of electricity</li> <li>- to know when electricity was invented and some significant scientific discoveries/scientists</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> <li>- identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>- 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.</li> <li>- 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)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> <li>- identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>- 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.</li> <li>- notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans,</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>- 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.</li> </ul>
Working Scientifically (National Curriculum)	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</li> </ul> <p><b>PLAN</b> <b>DO</b> <b>RECORD</b> <b>EVALUATE</b></p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</li> </ul>	<p>Pupils might work scientifically to</p> <ul style="list-style-type: none"> <li>- investigate and observe making a bulb light and generating ideas to fix a circuit when the bulb wont light (make link to debugging in coding)</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. (Also refer to Summer 1)</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul>
Tier 3 vocabulary	survival, water, air, food, exercise, hygiene, balanced diet , carbohydrate, fats and dairy, protein, fruit and vegetables. fats and oils, eatwell plate.	waterproof, absorbent, opaque, transparent, brick, paper, fabrics, squashing, bending, twisting, stretching elastic, foil	mains, battery, power, renewable, non-renewable, circuit, components, wire, cell,	adult, baby, off spring, life cycle, eggs, larva, pupa, hatch, infant, (refer to Summer 1 too)	living, dead, never alive, habitat, energy, food chain, predator, prey, woodland, pond, desert, urban, food chain, producer, predator, prey,	seeds, bulbs, water, light, temperature, growth
Categories	AIH, LTTH,	UoEM, EM,	AIOA, LTTH	AIOA, LTTH,	E	LTTH, P

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>CHEMISTRY</b></p> <p>Rocks</p> <p>True or false. All rocks are the same.</p>	<p><b>PHYSICS</b></p> <p>Forces and magnets</p> <p>ABC: The strength of a magnet never changes, only the forces around it.</p>	<p><b>BIOLOGY</b></p> <p>Animals, including animals</p> <p>"Man vs Beast: Are we really so different?"</p>	<p><b>BIOLOGY</b></p> <p>Plants</p> <p>How do cacti survive in the desert?</p>	<p><b>BIOLOGY</b></p> <p>Plants</p> <p>True or false. Reproduction and pollination are the same.</p>	<p><b>PHYSICS</b></p> <p>Light</p>
National Curriculum Objective	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>- describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>- recognise that soils are made from rocks and organic matter.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- compare how things move on different surfaces</li> <li>- notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>- observe how magnets attract or repel each other and attract some materials and not others</li> <li>- 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</li> <li>- describe magnets as having two poles</li> <li>- predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- investigate the way in which water is transported within plants</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>- find patterns in the way that the size of shadows change.</li> </ul>
<p>Working Scientifically (National Curriculum)</p> <p><b>PLAN</b></p> <p><b>DO</b></p> <p><b>RECORD</b></p> <p><b>EVALUATE</b></p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time;</li> <li>- using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</li> <li>- Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> <li>- Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;</li> <li>- exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</li> <li>- They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser;</li> <li>- discovering how seeds are formed by observing the different stages of plant life cycles over a period of time;</li> </ul>	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>- looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>- <b>They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</b></li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</li> </ul>
Tier 3 Vocabulary	Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent	magnetic, non-magnetic, force, contact, attract, repel, friction, poles, push, pull, magnetic field	movement, muscles, bones (vertebrate, invertebrate), skull, nutrition, skeletons	air, light, water, nutrients, soil, reproduction, transportation, dispersal, pollination,	air, light, water, nutrients, soil, reproduction, transportation, dispersal, pollination,	light, shadows, mirror, reflective, dark, reflection, source, opaque
Categories	R, CoM, SM	F, FaM	AiH, AiA	P, LTTH,	P, LTTH	LaS, EaS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<b>BIOLOGY</b> Animals, including humans How do living things get their energy?	<b>CHEMISTRY</b> States of Matter Each state of matter has the same property? True or False.	<b>PHYSICS</b> Electricity True or false: Everything on Earth either conducts or doesn't conduct electricity, including humans?	<b>BIOLOGY</b> Living things and their habitats True or False? Humans are the most deadly animal on the planet.	<b>PHYSICS</b> Sound How does sound travel differently through solids, liquids and gases?	<b>CHEMISTRY</b> States of Matter Classifying and grouping materials
National Curriculum Objective	Pupils should be taught to: -describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.	Pupils should be taught to: - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Pupils should be taught to: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.	Pupils should be taught to: - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.	Pupils should be taught to: - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	Pupils should be taught to: - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Working Scientifically (National Curriculum)  PLAN  DO  RECORD  EVALUATE	Pupils might work scientifically by:  - comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.	Pupils might work scientifically by:  -grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.	Pupils might work scientifically by:  - observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.	Pupils might work scientifically by:  - using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; - raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.	Pupils might work scientifically by:  - finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.	Pupils might work scientifically by:  - raising questions to sort and classify a range of everyday materials based on their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets They might investigate the best material to keep a hot drink the warmest for the longest amount of time. They could build on tests for hardness developed from year 3 and their understanding of rocks.
Tier 3 vocabulary	mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, canine, incisor, molar, carnivore, herbivore, predator, prey	solid, liquid, gas, evaporation, condensation, particles, temperature, freezing, heating	cells, wires, bulbs, switches, buzzers, battery, circuit, series, parallel, circuit diagram, conductors, insulators	classify, group, sort, key, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects, environment, habitats	volume, vibration, wave, pitch, tone, speaker, amplifier, medium, insulation	hardness, soluble, insoluble, transparent, opaque, translucent, electrical conductor, electrical insulator, thermal conductor, thermal insulator
Categories	AiH	SoM, PaCM	E	AiA, LTTH	S	SoM, UoEM,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>BIOLOGY</b> Animals, including humans  Do all humans develop in the same way?	<b>PHYSICS</b> Forces  Which will reach Earth first if dropped from the same height: 1kg of feathers or 1kg of steel? (Explain concepts).	<b>CHEMISTRY</b> Properties and changes of materials  Always, sometimes or never? Changes to materials that are reversible require something else to change first before they can change?	<b>PHYSICS</b> Earth and Space  Does everything in space move?	<b>BIOLOGY</b> Living things and their habitats  What are the similarities and differences in the life cycles of different animal and plant species?	<b>BIOLOGY</b> Evolution and Inheritance  Adaptations of plant in different biomes (links to geography)
National Curriculum Objective	Pupils should be taught to: - describe the changes as humans develop to old age.	Pupils should be taught to: - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Pupils should be taught to: - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Pupils should be taught to: - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Pupils should be taught to: - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals.	Pupils should be taught to: - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Working Scientifically (National Curriculum)	Pupils could work scientifically by:  - researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	Pupils might work scientifically by:  - exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.	Pupils might work scientifically by:  - carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	Pupils might work scientifically by:  - comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	Pupils might work scientifically by:  - observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	Pupils might work scientifically by:  -observing and exploring how animals have adapted to different environments overtime, linking to their work on biomes in geography. - Raise questions to investigate how different species of animals have evolved overtime and adapted to the environment.
Tier 3 Vocabulary	foetus, embryo, womb, gestation, pre-natal, infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood/elderly, growth, development, puberty	air resistance, water resistance, friction, gravity, newton, gears, pulley (refer to sticky knowledge from DT)	hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing	earth, sun, moon, axis, rotation, day, night, phases of the moon, star, constellation	mammal, reproduction, insect, amphibian, bird, offspring, life cycle.	adaption, evolution, inheritance
Categories	AiH	F, EaS	PaCM, SM	EaS	P, LTTH	Eal, LTTH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>PHYSICS</b> Electricity</p> <p>What is the power of electricity?</p>	<p><b>PHYSICS</b> Light</p> <p>ABC: Light and sound travel in the same way.</p>	<p><b>BIOLOGY</b></p> <p>Animals, including humans</p> <p>How can drugs, diet, exercise and lifestyle affect the heart?</p>	<p><b>BIOLOGY</b></p> <p>Living things and their habitats</p>	<p><b>BIOLOGY</b></p> <p>Evolution and Inheritance</p> <p>How will humans, plants and animals evolve and adapt in the future?</p>	Transition to high school
National Curriculum Objective	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	Visit to local high schools to work in Science labs - following previous visit to St Mary's High School
<p>Working Scientifically (National Curriculum)</p> <p><b>PLAN</b></p> <p><b>DO</b></p> <p><b>RECORD</b></p> <p><b>EVALUATE</b></p>	<p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>- using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</li> </ul>	<p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	
Tier 3 vocabulary	cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts, voltage	refraction, reflection, light, spectrum, rainbow, colour	circulatory, heart, blood vessels, veins, arteries, oxygenated, deoxygenated, valve, exercise, respiration	classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles, mammals, insects	fossils, adaptation, evolution, characteristics, reproduction, genetics	
Categories	E	LaS, S	SoM, PaCM	AiH	Eal, AiA	AiA

