

Science	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
3	Magnets and Forces	Animals including humans	Parts of a plant	What a plant needs	Rocks and soils including fossils	Light and Shadows	<u>Working Scientifically (Y3 and Y4):</u> - I can ask relevant questions and using different types of scientific enquiries to answer them - I can set up simple practical enquiries, comparative and fair tests - I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - I can gather, record, classify and present data in a variety of ways to help in answering questions - I can recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - I can identify differences, similarities or changes related to simple scientific ideas and processes - I can use straightforward scientific evidence to answer questions or to support their findings <u>Biology</u> <u>Plants:</u> - I can identify and describe the function of different parts of flowering plants - I can explore the needs of different plants for life and growth - I can investigate how water is transported in plants - I can describe the plant life cycle, especially the importance of flowers <u>Animals, including humans:</u> - I can identify that animals need the right type and amount of nutrition from what they eat - I can identify that humans and some animals have skeletons and muscles for support, protection and movement <u>Chemistry</u> <u>Rocks:</u> - I can compare and group rocks based on their appearance and physical properties - I can describe how fossils are formed - I can recognise that soil is made from rocks and organic matter <u>Physics</u> <u>Light:</u>	

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4	Classifying Living Things	Dangers to Living things	Changes of State	Sound	Electricity	Human Nutrition	<u>Working Scientifically (Y3 and Y4):</u> • I can ask relevant questions and using different types of scientific enquiries to answer them • I can set up simple practical enquiries, comparative and fair tests • I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • I can gather, record, classify and present data in a variety of ways to help in answering questions • I can recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • I can identify differences, similarities or changes related to simple scientific ideas and processes • I can use straightforward scientific evidence to answer questions or to support their findings <u>Biology</u> <u>Living things and their habitats:</u> • I can group living things in a variety of ways • I can use classification keys to group, identify and name living things • I can recognise changes to an environment that could endanger living things. <u>Animals, including humans:</u> • I can describe the functions of the basic parts of the human digestive system	

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5	Earth and Space	Forces	Properties and changes of Materials	Types of change (materials)	Life Cycles	<u>Working Scientifically (Y5 and Y6):</u> • I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • I can use test results to make predictions to set up further comparative and fair tests • I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of	

							trust in results, in oral and written forms such as displays and other presentations • I can identify scientific evidence that has been used to support or refute ideas or arguments <u>Biology</u> <u>Living things and their habitats:</u> • I can describe the differences in the life cycles of mammals, amphibians, insects, birds • I can describe the process of reproduction in plants <u>Animals, including humans:</u> • I can describe the changes as a human develops to old age (through PSHE) <u>Chemistry</u> <u>Properties and changes of materials:</u> • I can compare and group materials based on their properties • I can know that some materials will dissolve to form a solution • I can describe and show how to recover a substance from a solution • I can decide how some materials can be separated • I can give reasons for the uses of everyday materials • I can demonstrate reversible changes • I can explain that some changes form new materials (irreversible) <u>Physics</u> <u>Earth and space:</u> • I can describe and explain the movement of the Earth and other planets relative to the sun • I can describe the movement of the moon relative to the Earth • I can explain day and night • I can describe the sun, Earth and moon (using the term spherical) <u>Forces:</u> • I can explain how objects fall to Earth because of gravity • I can identify and explain the effect of air resistance • I can identify the effect of water resistance • I can identify the effect of friction • I can explain how levers, pulleys and gears allow a smaller force have a greater effect	
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6	Our Bodies	Light	Classifying Living Things	Electricity		Evolution and inheritance <u>Working Scientifically (Y5 and Y6):</u> • I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • I can using test results to make predictions to set up further comparative and fair tests • I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • I can identify scientific evidence that has been used to support or refute ideas or arguments <u>Biology</u> <u>Living things and their habitats:</u> • I can describe how living things are classified by observable characteristics • I can give reasons for classifying plants and animals based on characteristics <u>Animals, including humans:</u> • I can identify and name the main parts of the human circulatory system • I can describe the function of the heart, blood vessels and blood • I can discuss the impact of diet, exercise, drugs and life style on the way bodies function • I can describe the ways in which nutrients and water are transported in animals, including humans • I can describe the process of reproduction in animals (through PSHE) <u>Evolution and inheritance:</u> • I can recognise that living things have changed over time • I can recognise that fossils provide information about living things from the past • I can recognise that living things produce offspring of the same kind (but they vary/ not identical) • I can explain how animals and plants are adapted to suit their environment • I can link adaptation over time to evolution	
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