

Science – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years	<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> - Nursery Skills Development Progression 2 to 3 year olds. - Nursery Skills Development Progression 3 to 4 year olds. - Reception Long Term Plan. - Early Years Subject Lead Document. <p>The progression of subject specific Early Years objectives can be found on each subject’s Substantive Knowledge Progression Document.</p>		
Autumn 1 (A) Phase: Y1/2	season autumn spring summer winter observe	<p><u>Seasons – Autumn and Winter</u></p> <ul style="list-style-type: none"> • I know that the length of the day varies throughout the year. • I know the types of weather associated with the four seasons. • 	<p><u>Seasons – Autumn and Winter</u></p> <ul style="list-style-type: none"> • I can observe changes across the four seasons. <p><u>Investigation:</u> <i>How does the weather change?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing. • I can record data to help me to answer questions.
Autumn 2 (A) Phase: Y1/2	habitat microhabitat data	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> • I know what a habitat and microhabitat is. • I know that most living things need shelter and food to survive. <p>I know that different living things are suited to different habitats.</p>	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> • I can describe the conditions in different habitats. <p><u>Investigation:</u> <i>Which habitat do minibeasts like the most?</i></p> <ul style="list-style-type: none"> • I can ask simple questions. • I can record data to help me to answer questions.
Spring 1 (A) Phase: Y1/2	properties transparent opaque translucent suitability describe	<p><u>Suitability of Everyday Materials</u></p> <ul style="list-style-type: none"> • I know the names of the following materials: wood, plastic, glass, metal and rock. • I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof. 	<p><u>Suitability of Everyday Materials</u></p> <ul style="list-style-type: none"> • I can distinguish the difference between an object and the material from which it is made. • I can describe the properties of wood, plastic, glass, metal and rock. <p><u>Investigation:</u> <i>Which material should we use to make a house for the Three Little Pigs?</i></p> <ul style="list-style-type: none"> • I can compare the suitability of a variety of everyday materials for particular uses.
Spring 2 (A) Phase: Y1/2	season autumn spring summer winter observe	<p><u>Seasons: Spring and Summer</u></p> <ul style="list-style-type: none"> • I know that the length of the day varies throughout the year. • I know the types of weather associated with the four seasons. 	<p><u>Seasons: Spring and Summer</u></p> <ul style="list-style-type: none"> • I can observe changes across the four seasons. <p><u>Investigation:</u> <i>Is the temperature always the same?</i> <i>Does the wind always blow in the same direction?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing. • I can record data to help me to answer questions.
Summer 1 (A) Phase: Y1/2	offspring balanced diet hygiene life cycle record	<p><u>Animals Including Humans (Healthy Lifestyles)</u></p> <ul style="list-style-type: none"> • I know that animals, including humans, have offspring that grow into adults. • I know that humans need to exercise, eat a balanced diet and keep good hygiene to stay healthy. 	<p><u>Animals Including Humans (Healthy Lifestyles)</u></p> <ul style="list-style-type: none"> • I can record the life cycle of animal such as a frog or a butterfly. <p><u>Investigation:</u> <i>Are all children small and all adults tall?</i></p> <ul style="list-style-type: none"> • I can record data to help me to answer questions
Summer 2 (A) Phase: Y1/2	plant names evergreen deciduous observe	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I know the names of the following plants: daffodils, daisies, buttercups, roses, poppies, tulips and dandelions. • I know that there are evergreen and deciduous trees. • I know that plants need water, light and warmth to grow healthily. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I can identify the basic structure of a flowering plant, including a stem, leaves, roots and petals. <p><u>Investigation:</u> <i>What do plants need to grow healthily?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing.
Autumn 1 (A) Phase: Y3/4	magnets attract repel force enquire findings labelled diagrams	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> • I know that magnets can attract and repel. • I know that magnets have two poles. • I know the difference between a push and a pull. 	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> • I can investigate how objects move on different surfaces. <p><u>Investigation:</u> <i>How do road surfaces affect the distance that cars travel?</i></p> <ul style="list-style-type: none"> • I can set up simple practical enquiries. • I can record findings using drawings, labelled diagrams, bar charts and/or tables.

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<p>Autumn 2 (A) Phase: Y3/4</p>	<p>fossil sedimentary igneous metamorphic eroding compacting explanation criteria</p>	<p><u>Rocks</u></p> <ul style="list-style-type: none"> • I know how fossils are formed. • I know how soil is formed. • I know how rocks may change in water. 	<p><u>Rocks</u> I can identify the three different types of rocks.</p> <p><u>Investigation:</u> <i>Are all rocks the same?</i></p> <ul style="list-style-type: none"> • I can compare and classify after choosing my own set of criteria. • I can give oral and written explanations of results and conclusions.
<p>Spring 1 (A) Phase: Y3/4</p>	<p>skeleton muscle conclusion</p>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • I know what animals need to survive. • I know why animals and humans have skeletons and muscles. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • I can use results to draw simple conclusions, make predictions and suggest improvements. • I can give oral and written explanations of results and conclusions. <p><u>Investigation:</u> <i>Can people with longer femurs jump further?</i></p> <ul style="list-style-type: none"> • I can ask relevant questions, using different types of scientific enquiry to answer them.
<p>Spring 2 (A) Phase: Y3/4</p>	<p>absence reflect surface findings labelled diagram</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> • I know that light is needed in order to see things. • I know that dark is the absence of light. • I know that light is reflected from surfaces. • I know how and why I need to protect my eyes from the sun. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • I can investigate how shadows are formed and how they change. <p><u>Investigation:</u> <i>When will I see the longest shadow?</i></p> <ul style="list-style-type: none"> • I can make observations using scientific equipment. • I can give oral and written explanations of results and conclusions. • I can record findings using drawings, labelled diagrams, bar charts and/or tables.
<p>Summer 1 (A) Phase: Y3/4</p>	<p>functions transported enquire</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I know what plants need to grow. • I know the part that flowers play in the plant's life cycle. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I can label the functions of each part of a flowering plant (roots, stem/trunk, leaves and flowers). <p><u>Investigation:</u> <i>How does water travel in a plant?</i></p> <ul style="list-style-type: none"> • I can make observations using scientific equipment. • I can record findings using drawings, labelled diagrams, bar charts and/or tables.
<p>Summer 2 (A) Phase: Y3/4</p>	<p>nutrition protection scientific evidence results</p>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • I know that animals, including humans, need the right types of nutrition to survive. • I know that animals, including humans, cannot make their own food. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • I can explain why animals and humans have skeletons and muscles (for support, protection and movement). <p><u>Investigation:</u> <i>Are all drinks healthy?</i></p> <ul style="list-style-type: none"> • I can use straightforward scientific evidence to answer questions. • I can record findings using drawings, labelled diagrams, bar charts and/or tables. • I can give oral and written explanations of results and conclusions.
<p>Autumn 1 (A) Phase: Y5/6</p>	<p>gravity air resistance friction mechanism surface area causal relationship</p>	<p><u>Forces</u></p> <ul style="list-style-type: none"> • I know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • I know about the effects of air resistance, water resistance and friction that act between moving surfaces. • I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p><u>Forces</u></p> <p><u>Investigation:</u> <i>How does surface area affect the speed at which an object falls?</i></p> <ul style="list-style-type: none"> • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can draw conclusions from the observations that I make. • I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.

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<p align="center">Autumn 2 (A) Phase: Y5/6</p>	<p>dissolve solution substance mixture filter sieve evaporate reversible change change of state</p>	<p><u>Properties of materials</u></p> <ul style="list-style-type: none"> • I know that some materials will dissolve in liquid to form a solution. • I know how to recover a substance from a solution. • I know how different mixtures can be separated, through filtering, sieving and evaporating. • I know that dissolving, mixing and changes of state are reversible changes. • I know that some changes result in the formation of new materials, including changes associated with burning. 	<p><u>Properties of Materials</u> <u>Investigation:</u> <i>Do all solids dissolve?</i></p> <ul style="list-style-type: none"> • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p align="center">Spring 1 (A) Phase: Y5/6</p>	<p>human development puberty gestation refute</p>	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • I know the 6 stages of human development. • I know the changes that occur during puberty. • I know that different species of animal have different gestation periods. 	<p><u>Animals including Humans</u> <u>Investigation:</u> <i>Are the gestation periods of all species of animal the same.</i></p> <ul style="list-style-type: none"> • I can identify scientific evidence that has been used to support or refute ideas or arguments. • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p align="center">Spring 2 (A) Phase: Y5/6</p>	<p>life process reproduction root cutting parent plant propagation present findings</p>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> • I know the life process of reproduction in some plants. • I know the life process of reproduction in some animals. • I know the differences in the life cycles of mammals, amphibians, insects and birds. • I know the difference between sexual and asexual reproduction in plants. 	<p><u>Living Things</u> <u>Investigation:</u> <i>Can a plant be cloned?</i></p> <ul style="list-style-type: none"> • I can draw conclusions from the observations that I make. • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p align="center">Summer 1 (A) Phase: Y5/6</p>	<p>dissolve solution substance mixture filter sieve evaporate change state scientific diagram</p>	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> • I know that some materials will dissolve in liquid to form a solution. • I know how to recover a substance from a solution. • I know how different mixtures can be separated, through filtering, sieving and evaporating. • I know that dissolving, mixing and changes of state are reversible changes. • I know that some changes result in the formation of new materials, including changes associated with burning. 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> • I can compare and group together everyday materials on the basis of their properties, including solubility. <p><u>Investigation:</u> <i>Are changes of state reversible changes?</i></p> <ul style="list-style-type: none"> • I can plan different types of scientific enquiry to answer questions. • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can report and present my findings, including conclusions, causal relationships, and explanations in oral and written forms.
<p align="center">Summer 2 (A) Phase: Y5/6</p>	<p>planet names solar system celestial spherical rotate relative to</p>	<p><u>The Earth and Space</u></p> <ul style="list-style-type: none"> • I know that the Sun is a star at the centre of our solar system. • I know that our solar system has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. (Pluto is a dwarf planet.) • I know that a moon is a celestial body that orbits a planet. • I know that the Sun, Earth and Moon are approximately spherical bodies. • I know how the Earth's rotation explains day and night and the apparent movement of the Sun across the sky. <p><i>Please note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</i></p>	<p><u>The Earth and Space</u></p> <ul style="list-style-type: none"> • I can describe the movement of the Earth, and other planets, is relative to the Sun in the solar system. • I can describe that the movement of the Moon relative to the Earth. <p><u>Investigation:</u> <i>Can shadows help us to tell the time?</i></p> <ul style="list-style-type: none"> • I can draw conclusions from the observations that I make. • I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. • I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.

Science – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years	<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> - Nursery Skills Development Progression 2 to 3 year olds. - Nursery Skills Development Progression 3 to 4 year olds. - Reception Long Term Plan. - Early Years Subject Lead Document. <p>The progression of subject specific Early Years objectives can be found on each subject’s Substantive Knowledge Progression Document.</p>		
Autumn 1 (B) Phase: Y1/2	properties opaque translucent transparent	<p><u>Properties of Everyday Materials</u></p> <ul style="list-style-type: none"> • I know the names of the following materials: wood, plastic, glass, metal and rock. • I know the following properties: hard, soft, bendy, rigid, smooth, rough, transparent, opaque and waterproof. • I know why different materials are suitable for different uses. 	<p><u>Properties of Everyday Materials</u></p> <p><u>Investigation:</u> <i>Can the shape of a solid be changed?</i></p> <ul style="list-style-type: none"> • I can distinguish the difference between an object and the material from which it is made. • I can ask simple questions
Autumn 2 (B) Phase: Y1/2	birds mammals reptiles amphibians carnivores herbivores omnivores group and classify	<p><u>Animals Including Humans (Classifying Animals)</u></p> <ul style="list-style-type: none"> • I know that animals, including humans, need water, food and shelter to survive. • I know the differences between birds, mammals, reptiles, fish and amphibians. <p>I know the differences between carnivores, herbivores and omnivores.</p>	<p><u>Animals Including Humans (Classifying Animals)</u></p> <ul style="list-style-type: none"> • I can say which part of the body is associated with each sense. <p><u>Investigation:</u> <i>How can animals be grouped?</i></p> <ul style="list-style-type: none"> • I can group and classify based on criteria given to me by my teacher.
Spring 1 (B) Phase: Y1/2	season autumn spring summer winter observe	<p><u>Seasons – Autumn and Winter</u></p> <ul style="list-style-type: none"> • I know that the length of the day varies throughout the year. • I know the types of weather associated with the four seasons. 	<p><u>Seasons – Autumn and Winter</u></p> <ul style="list-style-type: none"> • I can observe changes across the four seasons. <p><u>Investigation:</u> <i>Can a pine cone predict the weather?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing. • I can record data to help me to answer questions. •
Spring 2 (B) Phase: Y1/2	solids liquids investigate	<p><u>Changing Shape: Everyday Materials</u></p> <ul style="list-style-type: none"> • I know that some materials can have their shape changed easily. <p>I know the properties of solids and liquids affect how they behave.</p>	<p><u>Changing Shape: Everyday Materials</u></p> <p><u>Investigation:</u> <i>Is sand a liquid or a solid?</i></p> <ul style="list-style-type: none"> • I can ask simple questions.
Summer 1 (B) Phase: Y1/2	plant names evergreen deciduous observe	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I know the following plants: daffodils, daisies, buttercups, roses, poppies, tulips and dandelions. • I know that there are evergreen and deciduous trees. • I know that plants need water, light and warmth to grow healthily. • 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • I can identify the basic structure of a flowering plant, including a stem, leaves, roots and petals. <p><u>Investigation:</u> <i>Do plants need soil to grow?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing.
Summer 2 (B) Phase: Y1/2	life processes food chain observe	<p><u>Living Things</u></p> <ul style="list-style-type: none"> • I know that there are seven life processes that all living things do: movement, respiration, sensitivity, nutrition, excretion, reproduction and growth. <p>I know the differences between things that are living, dead and things that have never been alive.</p>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> • I can construct a simple food chain. <p><u>Investigation:</u> <i>Do plants breathe?</i></p> <ul style="list-style-type: none"> • I can observe what I see and record this through drawing.
Autumn 1 (B) Phase: Y3/4	vibration source predict data logger equipment decibel	<p><u>Sound</u></p> <ul style="list-style-type: none"> • I know that sound is made from vibrations. • I know the differences between patterns of vibrations. • I know that sounds get fainter as the distance from the sound source increases. 	<p><u>Sound</u></p> <p><u>Investigation:</u> <i>Can I change the pitch of a sound?</i></p> <ul style="list-style-type: none"> • I can use results to draw simple conclusions, make predictions and suggest improvements. • I can give oral and written explanations of results and conclusions. • I can record findings using drawings, labelled diagrams, bar charts and/or tables.

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Autumn 2 (B) Phase: Y3/4	state of matter water cycle evaporate condense melt solidify	<u>States of Matter</u> <ul style="list-style-type: none"> I know the differences between solid, liquids and gases. I know that some materials can change state. 	<u>States of Matter</u> <ul style="list-style-type: none"> I can investigate the stages of the water cycle. (This learning is supported by this half term's Y3/4 geography unit.) <u>Investigation:</u> <i>Do all solids melt at the same temperature?</i> <ul style="list-style-type: none"> I can set up simple practical enquiries. I can give oral and written explanations of results and conclusions. I can record findings using drawings, labelled diagrams, bar charts and/or tables.
Spring 1 (B) Phase: Y3/4	series circuit conductor insulator switch component	<u>Electricity</u> <ul style="list-style-type: none"> I know how to construct a simple series electrical circuit. I know some common electrical conductors and insulators. I know that a switch opens and closes a circuit. I know how to work safely when working with electricity. 	<u>Electricity</u> <u>Investigation:</u> <i>Are all materials conductors of electricity?</i> <ul style="list-style-type: none"> I can compare and classify after choosing my own set of criteria. I can give oral and written explanations of results and conclusions.
Spring 2 (B) Phase: Y3/4	incisor canine molar pre-molar enamel decay plaque fair test	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know the names of human teeth. I know the functions of different human teeth. I know the parts of the digestive system and their functions. 	<u>Animals Including Humans</u> <u>Investigation:</u> <i>Are my teeth invincible?</i> <ul style="list-style-type: none"> I can set up simple practical enquiries. I can give oral and written explanations of results and conclusions. I can record findings using drawings, labelled diagrams, bar charts and/or tables.
Summer 1 (B) Phase: Y3/4	vertebrate invertebrate fish amphibian reptile bird mammal insect	<u>Living Things</u> <ul style="list-style-type: none"> I know the difference between a vertebrate and an invertebrate. I know the differences between different groups of vertebrates, including: fish, amphibians, reptiles, birds and mammals. I know the differences between different groups of invertebrates, such as snails and slugs, worms, spiders and insects. 	<u>Living Things</u> <ul style="list-style-type: none"> I can group plants into flowering plants and non-flowering plants. <u>Investigation:</u> <i>Do plants prefer our playground or East Park?</i> <ul style="list-style-type: none"> I can ask relevant questions, using different types of scientific enquiry to answer them. I can record findings using drawings, labelled diagrams, bar charts and/or tables. I can use results to draw simple conclusions, make predictions and suggest improvements.
Summer 2 (B) Phase: Y3/4	food chain predator prey producer consumer primary secondary tertiary decomposer	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I know how food chains work. I know the parts that different animals play in food chains. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> I can construct a food chain. <u>Investigation:</u> <i>Can a skull teach me about an animal's diet?</i> <ul style="list-style-type: none"> I can use straightforward scientific evidence to answer questions. I can give oral and written explanations of results and conclusions.
Autumn 1 (B) Phase: Y5/6	component symbol bulb buzzer voltage cell	<u>Electricity</u> <ul style="list-style-type: none"> I know what the components of the circuit are. I know the electrical symbol for each component. I know that the brightness of a bulb is determined by the number and voltage of cells used in a circuit. I know that the volume of a buzzer is determined by the number and voltage of cells used in a circuit. 	<u>Electricity</u> <u>Investigation:</u> <i>How does a change in voltage affect my circuit?</i> <ul style="list-style-type: none"> I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
Autumn 2 (B) Phase: Y5/6	light source reflect reflective refract prism	<u>Light</u> <ul style="list-style-type: none"> I know that light appears to travel in straight lines. I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I know that objects are seen because they give out or reflect light into the eye. I know that light travels in straight lines so shadows have the same shape as the objects that cast them. 	<u>Light</u> <u>Investigation:</u> <i>Can I make a rainbow from a prism?</i> <ul style="list-style-type: none"> I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.

<p>Spring 1 (B) Phase: Y5/6</p>	<p>circulatory functions organs blood vessels causal relationship</p>	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> I know the names of the main parts of the human circulatory system. I know the functions of the heart, blood vessels and blood. I know the impact of diet, exercise, drugs and lifestyle on the way the body functions. I know the ways in which nutrients and water are transported within animals, including humans. 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. <p><u>Investigation:</u> <i>Is there a relationship between my circulatory system and exercise?</i></p> <ul style="list-style-type: none"> I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p>Spring 2 (B) Phase: Y5/6</p>	<p>identical variation adapt inherit evolve</p>	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> I know that fossils provide information about living things that inhabited the Earth millions of years ago. I know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. <p>I know that animals and plants are adapted to suit their environment in different ways.</p>	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> I can explore how palaeontologists such as Mary Anning, Charles Darwin and Alfred Wallace developed their ideas of evolution. <p><u>Investigation:</u> <i>How can rocks teach me about animals and plants?</i></p> <ul style="list-style-type: none"> I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p>Summer 1 (B) Phase: Y5/6</p>	<p>characteristic criteria present findings</p>	<p><u>Living Things</u></p> <ul style="list-style-type: none"> I know how living things are classified into broad groups, including micro-organisms, plants and animals. <p>I know the reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Living Things</u></p> <p><u>Investigation:</u> <i>Are all plants the same?</i></p> <ul style="list-style-type: none"> I can compare and classify, after choosing my own set of criteria, and draw a conclusion from my findings. I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.
<p>Summer 2 (B) Phase: Y5/6</p>	<p>circulatory function causal relationship</p>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> I know the impact of diet, exercise, drugs and lifestyle on the way our bodies function. I know how the circulatory system enables the body to function. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> I can explore the work of scientists and scientific research to understand the relationship between diet, exercise, drugs, lifestyle and health. <p><u>Investigation:</u> <i>Question to be chosen by the children.</i></p> <ul style="list-style-type: none"> I can plan different types of scientific enquiry to answer questions. I can record data and results using scientific diagrams, classification keys, tables, scatter graphs and/or line graphs. I can report and present my findings, including conclusions, causal relationships and explanations in oral and written forms.