St John the Evangelist Science Curriculum End Points

Year Group	Scientific Progression Thread	Curriculum End Points
EYFS	Curiosity and observation	• Explore the natural world through observation and play. • Draw simple pictures of animals and plants. • Recognise similarities and differences between environments. • Understand basic processes and changes in the natural world (seasons, weather, changing states of matter). • Begin to use simple scientific vocabulary in talk and play
Year 1	Naming, identifying and simple grouping	• Identify and name common animals, including carnivores, herbivores, and omnivores. • Describe and compare the structure of common animals. • Identify, name, and describe basic parts of the human body. • Distinguish between an object and the material it is made from. • Identify and describe everyday materials and their properties. • Observe seasonal changes and describe weather associated with seasons. • Begin to recognise day and night as linked to Earth's rotation.
Year 2	Naming, identifying and simple grouping	• Describe the importance of exercise, hygiene, and diet for humans. • Identify and compare living things in habitats; describe simple food chains. • Explore plant growth, requirements for survival, and life cycles. • Group materials by properties and suitability for uses. • Observe changes when materials are heated or cooled (link to water cycle). • Begin to recognise simple forces (push/pull) and magnetism. • Observe the movement of the sun and moon; describe day length variation.
Year 3	Systems, processes and cause-effect relationships	• Identify and describe the functions of plant parts (roots, stem, leaves, flowers). • Explore life cycles of flowering plants, including pollination and seed dispersal. • Describe the simple functions of the human digestive system. • Recognise skeletons and muscles in animals and humans. • Compare and group rocks; describe fossil formation and soil types. • Recognise states of matter (solid, liquid, gas) and changes of state. • Explore light: reflection, shadows, and how we see things. • Investigate sound: how sounds are made, pitch, and volume. • Construct simple electrical circuits; identify conductors and insulators.

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Year 4	Systems, processes and cause-effect relationships	• Classify living things in local and wider environments. • Recognise that environments can change and pose dangers to living things. • Describe the simple functions of the human circulatory and respiratory systems. • Explore nutrition and the impact of lifestyle choices. • Investigate evaporation, condensation, and the water cycle. • Explore forces: contact and non-contact, including magnetism. • Investigate levers, pulleys, and gears in everyday contexts. • Explore Earth and space: movement of planets, moon phases, and day/night.
Year 5	Abstract concepts (energy, forces, particle theory, evolution) and independent enquiry	• Describe life cycles of plants and animals, including reproduction (sexual and asexual). • Explore changes in humans as they develop to old age. • Investigate properties of materials: hardness, solubility, transparency, conductivity. • Explore reversible and irreversible changes (mixing, dissolving, burning). • Investigate forces: gravity, air resistance, water resistance, friction. • Explore Earth and space: movement of Earth and other planets relative to the sun. • Describe the movement of the moon relative to Earth. • Investigate light: how it travels, reflection, refraction, and shadows. • Explore electricity: series circuits, components, and symbols.
Year 6	Abstract concepts (energy, forces, particle theory, evolution) and independent enquiry	• Classify living things using standard systems; explore micro-organisms. • Describe the main parts of the human circulatory system and their functions. • Recognise the impact of diet, exercise, drugs, and lifestyle on health. • Explore evolution and inheritance: variation, adaptation, fossils, and classification. • Investigate the particle model and chemical changes. • Explore more complex forces and their effects in everyday contexts. • Apply knowledge of energy transfer across topics (light, sound, electricity, space). • Explain the movement of the Earth, planets, and moon using scientific models. • Use scientific vocabulary, diagrams, and explanations with increasing precision. • Plan and carry out fair tests independently, drawing conclusions with evidence.