

od X a					Key St	age 1				Lower Key Stage 2														Up	per Ke	ey Stag	e 2					
Wonder	SCIENCE COVERAGE	A A	A A	А	A GEOG	A A	A	В	в в	В		В	ВЕ	В		A A			Α	A I	3 В	В	В	В	В А	A A	A	Α	A B	В	_	в в
Learning Partnership Educate Empower Engage Enrich		AUTUMN	AUTUMN	SPRING		SUMMER	SUMMER		AUTUMN	SPRING SPRING SPRING		SUMMER	SUMMER	SUMMER	AUTUMN	AUTUMN		SPRING SPRING	SUMMER	SUMMER	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	AUTUMN	SPRING	SPRING	SUMMER	SPRING	SPRING	SUMMER
un Che Der me en ab Ar	velop scientific knowledge and conceptual derstanding through the specific disciplines of biology, emistry and physics. velop understanding of the nature, processes and ethods of science through different types of science quiries that help them to answer scientific questions out the world around them. e equipped with the scientific knowledge required to																															
und for	derstand the uses and implications of science, today and the future.																															
How Science Works Working scientifically and only per least of the Use of the	simple questions and recognise that they can be swered in different ways. swere closely, using simple equipment. rform simple tests. In this paid a simple test of the state of the stat																															
inc De:																																

	Identify that animals, including humans, need the right		.																	4				
	types and amount of nutrition, and that they cannot make		.																	4				
	their own food; they get nutrition from what they eat.		.																	4				
	Identify that humans and some other animals have																							
	skeletons and muscles for support, protection and		.																	4				
	movement. Describe the simple functions of the basic parts of the	\vdash	\rightarrow	-	-													-	+	4	-	-	+	
	digestive system in humans.	\sqcup																		4				
	Identify the different types of teeth in humans and their		.																	4				
	simple functions. Construct and interpret a variety of food chains, identifying	. —	\rightarrow	_	_								-		-				1	4	\rightarrow	-	+	
	producers, predators and prey.		.																	4				
	Describe the changes as humans develop to old age.																				-	\neg		
	Identify and name the main parts of the human circulatory		\Box																					
	system, and describe the functions of the heart, blood		.																	4				
	vessels and blood.	\vdash	\rightarrow		_	4			_	_			-						1	4	_	_	_	
	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		.																	4				
	Describe the ways in which nutrients and water are		=																				1	
	transported within animals, including humans.																			4				
Evolution and	Recognise that living things have changed over time and																							
inheritance	that fossils provide information about living things that		,										1											
	inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same	\vdash	\rightarrow	-+		+	\vdash		+			+ +	1-		-+	+	 	+	+	-	+	+		
	kind, but normally offspring vary and are not identical to		.										1						1					
	their parents												L											
	Identify how animals and plants are adapted to suit their		, 🗇																					
	environment in different ways and that adaptation may lead to evolution.		,										1											
Living things and the fire	read to evolution.	+	\rightarrow	-+	-		\vdash	-			+-	+	+	\vdash	-	+	\vdash	+	+	+	+	+		
Living things and their	Explore and compare the differences between things that		,										1						1					
habitats	are living, dead, and things that have never been alive.																Ш							
	Identify that most living things live in habitats to which they		\Box																					
	are suited and describe how different habitats provide for		.																	4				
	the basic needs of different kinds of animals and plants, and how they depend on each other.	1	.																	4				
	Identify and name a variety of plants and animals in their		\dashv													+ +					-+	-	+	
	habitats, including microhabitats.		.																	4				
	Describe how animals obtain their food from plants and																							
	other animals, using the idea of a simple food chain, and		.																	4				
	identify and name different sources of food.	\vdash	\rightarrow	_	_	4			_						_				+	_	\rightarrow	-	+	
	Recognise that living things can be grouped in a variety of ways.		.																	4				
	Explore and use classification keys to help group, identify		\neg		_															4	_	_	+	
	and name a variety of living things in their local and wider		.																	4				
	environment.																			4			\perp	
	Recognise that environments can change and that this can		.																	4				
	sometimes pose dangers to living things. Describe the differences in the life cycles of a mammal, an		\dashv		_				_											_	-+	+	+	
	amphibian, an insect and a bird.		.																	4				
	Describe the life process of reproduction in some plants																							
	and animals.	\vdash			_															4	-		\bot	
	Describe how living things are classified into broad groups		.																	4				
	according to common observable characteristics and based on similarities and differences, including micro-organisms,		.																	4				
	plants and animals.		.																	4				
	Give reasons for classifying plants and animals based on																							
	specific characteristics.	$\perp \perp \perp$																			$-\!\!\!-\!\!\!\!+$	Ш		
Plants	Identify and name a variety of common wild and garden												1											
	plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of	\vdash	\rightarrow					-	-			+ +	1		-	+ + -	 	+	1 +	-	+	+		
	common flowering plants, including trees.		,										1						1					
	Observe and describe how seeds and bulbs grow into		\Box										1											
	mature plants.	\sqcup											1						1	4	\perp			
	Find out and describe how plants need water, light and a		. [1					
	suitable temperature to grow and stay healthy. Identify and describe the functions of different parts of	\vdash	\rightarrow	-			\vdash	+	-				1-				\vdash	+	1	+	+	+	+	
	flowering plants: roots, stem/trunk, leaves and flowers.		.										1						1					
	Explore the requirements of plants for life and growth (air,		\Box										1											
	light, water, nutrients from soil, and room to grow) and		,										1											
	how they vary from plant to plant.	\vdash	\rightarrow		-	+	\vdash		_		+	+	1-				\vdash	-	+	+	+	+	+	
	Investigate the way in which water is transported within plants.		,										1						1					
	Explore the part that flowers play in the life cycle of		\dashv	-					\neg				1						1	-	\dashv	+	+	
	flowering plants, including pollination, seed formation and		,										1						1					
	seed dispersal.	ightarrow	_						_				4							44	$-\!\!\!+$		+	
Everyday materials													1						1					
Everyddy materiais	Distinguish between an object and the material from which						ı I					+-+	4—			+	 \vdash	-		4 1	- 1		+	
Everyddy materiais	it is made.			-+				- 1						l I										
Everyddy materiais	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.																							
Everyddy materiais	it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of							+	+				+		+						4	+		
Everyddy materiais	it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.																				$\frac{1}{2}$	\pm		
Everyout materials	it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of																				 			

Materials and Substances

		Identify and compare the suitability of a variety of everyday										П	 			г т	\neg
		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.															
	Properties and changes	Compare and group together everyday materials on the															
	of materials	basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.															
		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											1				+
		mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair			+				+				4				\perp
		tests, for the particular uses of everyday materials, including metals, wood and plastic.															
		Demonstrate that dissolving, mixing and changes of state are reversible changes.											T				
		Explain that some changes result in the formation of new materials, and that this kind of change is not usually											T				
		reversible, including changes associated with burning and the action of acid on bicarbonate of soda.															
	Rocks																
		Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.															
		Describe in simple terms how fossils are formed when things that have lived are trapped within rock.															
		Recognise that soils are made from rocks and organic matter.															
	States of matter	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.															
Movement, Energy, and	Earth and space	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.															
Force		•	_										-				-
		Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately			+++				+								_
		spherical bodies.											\dashv				
		Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.							Ш								
	Electricity	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.															\top
		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the															
		circuit.											+				
		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.															
	Forces	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															$\neg \neg$
	Forces and magnets	and gears, allow a smaller force to have a greater effect. Compare how things move on different surfaces.			+								-			\vdash	\dashv
	i orces and magnets	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.											T				\Box
		Observe how magnets attract or repel each other and attract some materials and not others.											T				\Box
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Light	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. 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 a solid object.													
	Find patterns in the way that the size of shadows change. Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.													
Sound	Identify how sounds are made, associating some of them with something wibrating. 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.													
Investigation across the Seasonal changes sciences	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.													