

	 Biology 	 Chemistry 	 Physics 
YEAR 1	<p><u>Plants</u></p> <ul style="list-style-type: none"> . Identify basic plants . Identify basic plant parts (root, leaves, flower, etc) <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Identify and compare common animals . Identify and name basic body parts 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> . Distinguish between objects and materials . Identify and name common materials . Describe some properties of some materials . Compare and classify materials 	<p><u>Light</u></p> <ul style="list-style-type: none"> . Observe and name some light sources <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> . Observe changes of day and seasons
YEAR 2	<p><u>All living things and their Habitat</u></p> <ul style="list-style-type: none"> . Differentiate living, dead and non-living <p><u>Plants</u></p> <ul style="list-style-type: none"> . Growing plants (water, light, warmth) <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Basic needs of animals and Offspring . Simple food chains and habitats 	<p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> . Identify and compare uses of different materials 	<p><u>Uses of Everyday Materials (continued)</u></p> <ul style="list-style-type: none"> . Compare things moving on different surfaces <p><u>Sound</u></p> <ul style="list-style-type: none"> . Observe and name a variety of sound sources . Recognise that sound gets fainter with distance
YEAR 3	<p><u>Plants</u></p> <ul style="list-style-type: none"> . Plants, Including parts, lifecycle and requirements for life <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Animal skeletons and nutrition 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> . Classification of rock types . Simple understanding of fossilisation 	<p><u>Light</u></p> <ul style="list-style-type: none"> . Sources of light; shadows and reflections <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> . Simple forces, including magnetism
YEAR 4	<p><u>All Living Things</u></p> <ul style="list-style-type: none"> . Classify living things <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Digestive system and teeth . Food chains 	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> . Changes of state . The water cycle 	<p><u>Sound</u></p> <ul style="list-style-type: none"> . Sounds as vibrations <p><u>Electricity</u></p> <ul style="list-style-type: none"> . Understand simple circuits and conductors
YEAR 5	<p><u>All Living Things</u></p> <ul style="list-style-type: none"> . Life cycles of plants and animals (including mammal, insect, bird, amphibian) <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Describe changes as humans develop and mature 	<p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> . Classify materials according to a variety of properties . Understanding mixtures and solutions . Know about reversible changes; identify irreversible 	<p><u>Earth and Space</u></p> <ul style="list-style-type: none"> . Understand location and interaction of Sun, Earth and Moon <p><u>Forces</u></p> <ul style="list-style-type: none"> . Introduce gravity, resistance and mechanical forces
YEAR 6	<p><u>All Living Things</u></p> <ul style="list-style-type: none"> . Classification, including micro organisms <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> . Health and Lifestyles, including the circulatory system <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> . Evolution and Adaptation 		<p><u>Light</u></p> <ul style="list-style-type: none"> . Light and shadows; the eye <p><u>Electricity</u></p> <ul style="list-style-type: none"> . Electricity: investigating circuits

	 <h2 style="text-align: center;">Working Scientifically</h2> 
<p>YEAR 1 & 2</p>	<ul style="list-style-type: none"> ❖ Ask simple questions and recognising that questions can be answered in different ways ❖ Observe closely, using simple equipment ❖ Perform simple tests ❖ Identify and classify ❖ Use observations and ideas to suggest answers to questions
<p>YEAR 3 & 4</p>	<ul style="list-style-type: none"> ❖ Ask relevant questions and use different types of scientific enquiry to answer them ❖ Set up simple practical enquiries, comparative tests and fair tests ❖ Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units and a range of equipment including thermometers and data loggers ❖ Gather, record, classify and present data in a variety of ways to help in answering questions ❖ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables ❖ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ❖ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ❖ Identify differences, similarities or changes related to simple scientific idea and processes ❖ Use straightforward scientific evidence to answer questions or to support their findings
<p>YEAR 5 & 6</p>	<ul style="list-style-type: none"> ❖ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ❖ Take measurements and use a range of scientific equipment with increasing accuracy and precision ❖ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs ❖ Use test results to make predictions to set up further comparative and fair tests ❖ Use simple models to describe scientific ideas ❖ Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations ❖ Identify scientific evidence that has been used to support of refute ideas or arguments