"Science is a way of thinking much more than it is a body of knowledge." – Carl Sagan

Life
The condition that distinguishes animals and plants from inorganic matter

Energy
Power derived from the use of physical or chemical resources

Matter
Physical substance which occupies space and possesses rest mass

Being scientific
Investigating in a systematic and methodical way.

YEAR 2

Y2 LIFE	Y2 ENERGY	Y2 MATTER	Y2 BEING SCIENTIFIC
Animals Including Humans • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Living things and their habitats**. • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food **Plants** • Observe and describe how seeds and bulbs into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Seasons:** • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies	**Materials** • Identify and compare the suitability of a variety of everyday 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	1. Ask simple questions and recognise that these can be answered in different ways 2. Observe closely using simple equipment 3. Carry out simple tests 4. Identify and classify 5. Gather and record data to help answer simple questions 6. Use observations and ideas to suggest answers to questions

Delivery
- 15-20 minutes science input, whole class weekly and weekly task.
- Learning should be recorded **weekly** in class floor books, with any individual notes & investigations written in topic books. Children to have become independent with investigating and recording their findings.

SUM 1: Living things & Habitats

SUM 2: Living Things & Habitats

SPR 1: Plants

SPR 2/SUM 1: Animals inc humans

AUT 1: Materials

AUT 2: Materials and Seasonal Change

Delivery
- 10-15 minutes science input, whole class weekly
- Children access provision areas with Science challenge.
- Provision areas offering scientific learning opportunities: Workshop, Water, Construction, Painting, Small World
- Learning should be recorded **weekly** in class floor books, with any individual notes & investigations written in topic books.

YEAR 1

Y1 LIFE	Y1 ENERGY	Y1 MATTER	Y1 BEING SCIENTIFIC
Animals Including Humans • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Plants:** • Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees	**Seasons:** • Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies	**Materials:** • 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 • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties	1. Ask simple questions and recognise that these can be answered in different ways 2. Observe closely using simple equipment 3. Carry out simple tests 4. Identify and classify 5. Gather and record data to help answer simple questions 6. Use observations and ideas to suggest answers to questions

SUM 1: Plants

SUM 2: Plants and Seasonal Change

AUT 1: Materials

AUT 2: Seasonal changes

SPR 1: Animals incl. humans

SPR 2: Animals Inc humans & Seasonal Change

Delivery
- 10 minutes 'UTW' input, whole class biweekly
- Children access provision areas with 1x Science challenge weekly.
- Provision areas offering scientific learning opportunities: Malleable, Workshop, Water, Sand, Construction, Mud Kitchen, Painting, Snack, Small World
- Learning should be recorded **bi-weekly** in class floor books and any additional evidence from provision added with concepts labelled.

EYFS

EYFS LIFE	EYFS ENERGY	EYFS MATTER	EYFS BEING SCIENTIFIC
1. **Identify** and **name** common animals and plants: talk about change.	1. **Explore** the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision.	1. **Experience, explore and describe** a range of common materials.	1. **Explore, describe** and **question** the world around them.

EYFS ELG (The Natural World): Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Years cover the full range of concepts over the course of the year; the timing of this is guided by children's interests. This is planned and delivered through highly personalised objective-led planning and weekly science challenges, as well as through ongoing continuous provision opportunities.

SCIENCE: we aim to gain scientific knowledge and understand the implications of science today and in the future.

"The art and science of asking questions is the sourcee of all knowledge."

- Thomas Berger

YEAR 6

Y6 LIFE

Animals including humans:
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Living things and their habitats:
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Y6 ENERGY

Light:
- 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

Electricity:
- 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

Y6 MATTER

Evolution and Inheritance:
- Recognise that living things have changed over time and
- that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Y6 BEING SCIENTIFIC

1. **Plan** different types of scientific enquiries to answer questions, including recognising and controlling variables.
2. **Use** test results to make predictions and to set up further comparative and fair tests.
3. **Take** measurements using a range of scientific equipment; record data and results accurately.
4. **Report** and **present** findings from enquiries
5. **Use** scientific evidence to support or refute ideas or arguments

KS2 Delivery
- One Science lesson per week which includes direct input from the teacher.
- Children complete set tasks which are differentiated as necessary by the class teacher, either through support or task.
- Learning should be recorded **weekly** in class floor books, with any individual notes & investigations written in topic books.

AUT 1: Animals Inc humans

AUT 2: Living things and their habitats

SPR 1: Evolution and inheritance

SPR 2: Evolution and inheritance

SUM 1: Light

SUM 2: Electricity

YEAR 5

Y5 LIFE

Animals including humans:
- Describe the changes as humans develop to old age

Living things and their habitats:
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Y5 ENERGY

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 and gearsallow a smaller force to have a greater effect

Y5 MATTER

Material:
- Compare and group together everyday materials on the 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 mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Earth and Space
- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the sun, Earth and moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and **night**

Y5 BEING SCIENTIFIC

1. **Plan** different types of scientific enquiries to answer questions, including recognising and controlling variables.
2. **Use** test results to make predictions and to set up further comparative and fair tests.
3. **Take** measurements using a range of scientific equipment; record data and results accurately.
4. **Report** and present findings from enquiries
5. **Use** scientific evidence to support or refute ideas or arguments

SUM 1:Material

SUM 2: Living Things & Habitats

SPR 1: Forces

SPR 2: Material

AUT 1: Animals including humans

AUT 2: Earth and space

YEAR 4

Y4 LIFE

Animals including humans:
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Living things and their habitats:
- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimespose dangers to living things

Y4 ENERGY

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 conductor

Sound:
- Identify how sounds are made, associating some of them with something vibrating
- 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

Y4 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

Y4 BEING SCIENTIFIC

1. **Ask** relevant questions and use different types of scientific enquiry to answer them
2. **Carry** out simple practical enquiries, comparative and fair tests.
3. **Observe** systematically and carefully; where appropriate take measurements using standard units
4. **Identify** differences, similarities or changes related to simple scientific ideas or processes
5. **Gather**, **record**, **classify** and **present** data to answer questions.
6. **Report** on findings of investigations
7. **Use** scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions

SUM 1: Animals including humans

SUM 2: Animals including humans

AUT 1: Electricity

AUT 2: Sound

SPR 1: States of Matter

SPR 2: Living things and their Habitats

YEAR 3

Y3 LIFE

Animals including humans:
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Plants:
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Y3 ENERGY

Light:
- 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 an opaque object
- Find patterns in the way that the size of shadows change

Force:
- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Y3 MATTER

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

Y3 BEING SCIENTIFIC

1. **Ask** relevant questions and use different types of scientific enquiry to answer them
2. **Carry** out simple practical enquiries, comparative and fair tests.
3. **Observe** systematically and carefully; where appropriate take measurements using standard units
4. **Identify** differences, similarities or changes related to simple scientific ideas or processes
5. **Gather**, **record**, **classify** and **present** data to answer questions.
6. **Report** on findings of investigations
7. **Use** scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions

SUM 1: Animals Inc humans

SUM 2: Animals Inc humans

SPR 1: Light

SPR 2: Plants

AUT 1: Rocks

AUT 2: Force

SCIENCE: we aim to gain scientific knowledge and understand the implications of science today and in the future.