Science Curriculum Coverage

Year 1				
Term 1 (Seasonal Changes Autumn/Winter)	Term 3 (Everyday Materials	Term 4 (Seasonal Changes Spring/Summer)	Term 5 (Plants)	Term 6 (Animals including Humans)
ask simple questions and recognise that they can be answered in different ways				
observe closely, using simple equipment				
perform simple tests				
identify and classify				
use their observations and ideas to suggest answers to questions				
gather and record data to help in answering questions				
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees				
identify and describe the basic structure of a variety of common flowering plants, including trees				
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				
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				
observe changes across the four seasons				
observe and describe weather associated with the seasons and how day length varies				

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Year 2					
Term 1 (Living Things and Their Habitats)	Term 2 (Scientists and Inventors)	Term 3 (Use of Everyday Materials)	Term 4 (The Environment)	Term 5 (Plants)	Term 6 (Animals including Humans)
ask simple questions and recognise that they can be answered in different ways					
observe closely, using simple equipment					
perform simple tests					
identify and classify					
use their observations and ideas to suggest answers to questions					
gather and record data to help in answering questions					
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					
observe and describe how seeds and bulbs grow into mature plants					
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy					
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					
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 about people who have developed new materials (non-statutory)					
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching					

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Year 3					
Term 1 (Light)	Term 2 (Scientists and Inventors)	Term 3 (Forces and Magnets)	Term 4 (Rocks)	Term 5 (Plants)	Term 6 (Animals including Humans)
ask relevant questions and use different types of scientific enquiries to answer them					
set up simple practical enquiries, comparative and fair tests					
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using 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 ideas and processes					
use straightforward scientific evidence to answer questions or to support their findings					
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					

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					
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					
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					
compare how things move on different surfaces					
notice that some forces need contact between two 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 two poles					
predict whether two magnets will attract or repel each other, depending on which poles are facing					

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Year 4					
Term 1 (Sound)	Term 2 (Scientists and Inventors)	Term 3 (Electricity)	Term 4 (States of Matter)	Term 5 (Living Things and Their Habitats	Term 6 (Animals including Humans)
ask relevant questions and use different types of scientific enquiries to answer them					
set up simple practical enquiries, comparative and fair tests					
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using 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 ideas and processes					
use straightforward scientific evidence to answer questions or to support their findings					
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 sometimes pose dangers to living things					
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					
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					
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					
recognise that sounds get fainter as the distance from the sound source increases					
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					

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Year 5					
Term 1 (Forces)	Term 2 (Scientists and Inventors)	Term 3 (Earth and Space)	Term 4 (Properties and Changes of Materials)	Term 5 (Living Things and Their Habitats	Term 6 (Animals including Humans)
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary					
■			■		
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate					
■			■		
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs					
■			■		■
use test results to make predictions to set up further comparative and fair tests					
report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations					
■		■	■		■
identify scientific evidence that has been used to support or refute ideas or arguments					
■		■			
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					
				■	
describe the changes as humans develop to old age					
					■
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					
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 and the apparent movement of the sun across the sky					
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 gears, allow a smaller force to have a greater effect					
find out about the work of naturalists and animal behaviourists (non-statutory)					
describe how scientific ideas have changed over time (non-statutory)					

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Year 6					
Term 1 (Light)	Term 2 (Scientists and Inventors)	Term 3 (Electricity)	Term 4 (Evolution and Inheritance)	Term 5 (Living Things and Their Habitats	Term 6 (Animals including Humans)
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary					
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate					
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs					
use test results to make predictions to set up further comparative and fair tests					
report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations					
identify scientific evidence that has been used to support or refute ideas or arguments					
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					
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					
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					
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					
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					