



Year 1 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

KS1 children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught as an individual lesson or two)	Instead of focusing on an individual scientist or inventor, complete a piece of work based on the world's greatest inventions <ul style="list-style-type: none"> • identify and discuss the world's greatest inventions <ul style="list-style-type: none"> - What things make our life better? - What inventions do we hope might happen in the future? - Which inventions could humans live without? - Which inventions would you find impossible to live without?
Everyday Materials	<ul style="list-style-type: none"> • 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.
Seasonal Changes – Autumn and Winter	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day lengths varies
Animals Including Humans	<ul style="list-style-type: none"> • 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.
Season Changes – Spring and Summer	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day lengths varies
Plants	<ul style="list-style-type: none"> • 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.



Year 2 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

KS1 children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught in a single lesson during the Living Things and Their Habitats unit)	<ul style="list-style-type: none"> • discuss and explore the life and work of <u>Jane Goodall</u> <ul style="list-style-type: none"> - What was her job? - Which animals did she work with? - What did she find out by watching them?
Uses of Everyday Materials	<ul style="list-style-type: none"> • 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.
Animals	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 micro-habitats • 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	<ul style="list-style-type: none"> • 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.



Year 3 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

Children in years 3 and 4 should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught in a single lesson during the Forces and Magnets Unit)	<ul style="list-style-type: none"> • discuss and explore the life and scientific achievements of <u>Michael Faraday</u> <ul style="list-style-type: none"> - What was significant about his education? - What was he famous for discovering? - How did this help to change the world?
Forces and Magnets	<ul style="list-style-type: none"> • 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.
Light	<ul style="list-style-type: none"> • 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.
Animals Including Humans	<ul style="list-style-type: none"> • 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.
Rocks	<ul style="list-style-type: none"> • 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.
Plants	<ul style="list-style-type: none"> • 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.



Year 4 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

Children in years 3 and 4 should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught in a single lesson during the Sound unit)	<ul style="list-style-type: none"> • discuss and explore the life and scientific achievements of <u>Alexander Graham Bell</u> <ul style="list-style-type: none"> - Why was he so interested in sound in particular? - What did he discover/invent? - What was the significance of his discovery?
Animals Including Humans	<ul style="list-style-type: none"> • 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 Environment	<ul style="list-style-type: none"> • 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.
Electricity	<ul style="list-style-type: none"> • 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.
Sound	<ul style="list-style-type: none"> • 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.
States of Matter	<ul style="list-style-type: none"> • 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.



Year 5 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

Children in years 5 and 6 should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught in a single lesson during the Earth and Space unit)	<ul style="list-style-type: none"> • discuss and explore the life and scientific achievements of <u>Edwin Hubble</u> <ul style="list-style-type: none"> - What did he discover? - Why was this important? - What was his legacy? - Why are we familiar with the name Hubble?
Living Things and Their Habitats	<ul style="list-style-type: none"> • 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.
Forces	<ul style="list-style-type: none"> • 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.
Animals Including Humans	<ul style="list-style-type: none"> • describe the changes as humans develop to old age.
Earth and Space	<ul style="list-style-type: none"> • 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.
Properties and Changes of Materials	<ul style="list-style-type: none"> • 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.



Year 6 - Science Statutory Requirements

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

National Curriculum Aims

Our children will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Working Scientifically

Children in years 5 and 6 should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Statutory Programmes of Study

Units Taught	Children should be taught to:
Scientists and Inventors (To be taught in a single lesson during the Evolution and Inheritance)	<ul style="list-style-type: none"> • discuss and explore the life and scientific achievements of <u>Charles Darwin</u> <ul style="list-style-type: none"> - What did he discover and how did he discover it? - Why were his theories so controversial?
Light	<ul style="list-style-type: none"> • 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.
Living Things and Their Habitats	<ul style="list-style-type: none"> • 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.
Electricity	<ul style="list-style-type: none"> • 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.
Evolution and Inheritance	<ul style="list-style-type: none"> • 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.
Animals Including Humans	<ul style="list-style-type: none"> • 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 <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>

St Christopher Science Intent

Our scientists will gain both a curiosity for, and a sound understanding of, the world around them by learning how to apply the key skills of experimentation, prediction and analysis through active participation in engaging, thought-provoking science lessons in the three disciplines of biology, chemistry and physics. Children will be encouraged to question the world around them and importantly, seek to answer these questions through rational explanation and discussion. This will aid children in developing their scientific knowledge year-on-year and will help them to understand the critical role that science plays in all of our lives both now and in the future

Working Scientifically

Throughout KS1 AND KS2 children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Years 1 and 2

asking simple questions and recognising that they can be answered in different ways	observing closely, using simple equipment	performing simple tests	identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
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Years 3 and 4

asking relevant questions and using different types of scientific enquiries to answer them	setting up simple practical enquiries, comparative and fair tests	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	identifying differences, similarities or changes related to simple scientific ideas and processes	using straightforward scientific evidence to answer questions or to support their findings.
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Years 5 and 6

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	using test results to make predictions to set up further comparative and fair tests	reporting and presenting 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	identifying scientific evidence that has been used to support or refute ideas or arguments.
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Unit	Year Group Essential Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests,</p>	

					<p>for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	
<p>Animals including Humans</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Living Things and Their Habitats & Plants</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>

		<p>and name different sources of food.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>				
Forces & Magnets			<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
Light			<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p>			<p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>

Electricity				<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
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