

**Stratford-sub-Castle Primary School - Science knowledge & skills progression v 4.0**

Reception		End of EYFS	
Physical Development	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and well-being – regular physical activity – healthy eating – toothbrushing – sensible amounts of screen time – having a good sleep routine.</li> </ul>	ELG: Personal, Social and Emotional Development  Managing Self	<ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Understanding the World.  The Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them. Describe what they see, hear and feel outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	ELG: Understanding the World  Natural World	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>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 state of matter</li> </ul>

KS1	Butterfly (Year 1) Knowledge and Working Scientifically		Owl (Year 1/2) Knowledge and Working Scientifically	
<p><b>Living things and their habitats</b></p>			<p><b>Key Knowledge:</b> Explore and compare differences between things that are living, dead, and things that have never been alive.</p> <p>Identify most living things live in habitats to which they are suited.</p> <p>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 different sources of food.</p>	<p><b>Working Scientifically:</b> <u>Investigating and observing (Y2)</u> Make observations and comparisons using simple equipment and following simple instructions</p> <p>With support, use first-hand experience and simple information sources to answer questions</p> <p><u>Evaluating and concluding (Y2)</u> Record findings in simple ways</p>
<p><b>Animals including humans</b></p>	<p><b>Key Knowledge:</b></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>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, omnivores and herbivores.</p> <p>Describe and compare the structure of a variety of common animals (fish,</p>	<p><b>Working Scientifically:</b></p> <p><u>Investigating and observing (Y1)</u> Make observations using appropriate senses Explore using the senses Make simple comparisons and groupings</p> <p><u>Evaluating and concluding (Y1)</u> Communicate findings in simple ways</p>	<p><b>Key Knowledge:</b></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>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, omnivores and herbivores.</p> <p>Describe and compare the structure of a variety of common animals (fish,</p>	<p><b>Working Scientifically:</b></p> <p><u>Investigating and observing (Y1)</u> Make observations using appropriate senses Explore using the senses Make simple comparisons and groupings</p> <p><u>Evaluating and concluding (Y1)</u> Communicate findings in simple ways</p> <p><u>Investigating and observing (Y2)</u> With support, use first-hand experience and simple information sources to answer questions</p> <p><u>Evaluating and concluding (Y2)</u></p>

	amphibians, reptiles, birds and mammals, including pets).		<p>amphibians, reptiles, birds and mammals, including pets).</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>	Record findings in simple ways including tables and graphs
<b>Plants</b>	<p><b>Key Knowledge:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p><b>Working Scientifically:</b></p> <p><u>Evaluating and concluding (Y1)</u> Collect evidence to try and answer a questions. Communicate findings in simple ways.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</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>	<p><b>Working Scientifically:</b></p> <p><u>Evaluating and concluding (Y1)</u> Collect evidence to try and answer a questions. Communicate findings in simple ways.</p> <p><u>Investigating and observing (Y2)</u> Make observations and comparisons using simple equipment and following simple instructions. With support, use first-hand experience and simple information sources to answer questions</p> <p><u>Planning and Predicting(Y2)</u> With support, suggest some ideas and questions to be investigated. Think about how to collect evidence Suggest what might happen.</p> <p><u>Evaluating and concluding (Y2)</u> Record findings in simple ways including tables and graphs.</p>

<p><b>Seasonal Changes</b></p>	<p><b>Key Knowledge:</b> Observe changes across the four seasons. (Tree in outdoor learning area)</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Working Scientifically:</b> <u>Planning and predicting (Y1)</u> Suggest what might happen. Suggest simple ways to test ideas.</p>	<p><b>Key Knowledge:</b> Observe changes across the four seasons. (Around school)</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Working Scientifically:</b> <u>Planning and predicting (Y1)</u> Suggest what might happen. Suggest simple ways to test ideas.</p>
<p><b>Everyday materials</b></p>	<p><b>Key Knowledge:</b> 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><b>Working Scientifically:</b> <u>Investigating and observing (Y1)</u> Make observations using appropriate senses. Explore using the senses. Make simple comparisons and groupings.</p> <p><u>Evaluating and concluding (Y1)</u> Collect evidence to try and answer a questions. Communicate findings in simple ways.</p>	<p><b>Key Knowledge:</b> 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><b>Working Scientifically:</b> <u>Investigating and observing (Y1)</u> Make observations using appropriate senses. Explore using the senses. Make simple comparisons and groupings.</p> <p><u>Evaluating and concluding (Y1)</u> Collect evidence to try and answer a questions. Communicate findings in simple ways.</p> <p><u>Investigating and observing (Y2)</u> Make observations and comparisons using simple equipment and following simple instructions. With support, use first-hand experience and simple information sources to answer questions.</p> <p><u>Planning and predicting (Y2)</u> With support, suggest some ideas and questions to be investigated. Think about how to collect evidence Suggest what might happen. Think about and discuss whether comparisons and tests are fair or unfair.</p> <p><u>Evaluating and concluding (Y2)</u> Say whether what happened was exactly what happened.</p>

**\*\* In Owl Class, Year 1's are taught the Year 1 curriculum for the topic. Year 2's revise what they learnt in Year 1 (in either Butterfly Class or Owl Class) and progress onto the Year 2 curriculum. The exception is living things and their habitats which is year 2 curriculum, so some year 1 children will overlearn that in Owl Class.**

Stratford-sub-Castle Primary School - Science knowledge progression v 4.0

UPPER SCHOOL	Woodpecker (Year 3/4)	Fox (Year 4/ 5)	Robin (Year 5/6)
<p><b>Living things and their habitats</b></p>		<p><b>Key Knowledge:</b> 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><b>Working scientifically:</b> <u>Planning and predicting (Y4)</u> Recognise why it is important to collect data to answer questions.</p> <p>Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p><u>Investigating and observing (Y4)</u> Measure length, volume, time, temperature and force in standard units of measurement using simple equipment.</p> <p><u>Evaluating and concluding (Y4)</u> Explain what the evidence shows in a scientific way and whether it supports the prediction.</p>

				Suggest improvements to their work.	Give reasons for classifying plants and animals based on specific characteristics.	
<b>Sound</b>	<p><b>Key Knowledge:</b> Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that get fainter as the distance from the sound source increases.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p><b>Working scientifically:</b> <u>Planning and predicting (Y4)</u> Recognise why it is important to collect data to answer questions.</p> <p>Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p>With support, consider what constitutes a fair test.</p> <p><u>Investigating and observing (Y4)</u> Measure length, volume, time, temperature and force in standard units of measurement using simple equipment.</p> <p><u>Evaluating and concluding (Y4)</u></p>	<p><b>Key Knowledge:</b> Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that get fainter as the distance from the sound source increases.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p><b>Working scientifically:</b> <u>Planning and predicting (Y4)</u> Recognise why it is important to collect data to answer questions.</p> <p>Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p>With support, consider what constitutes a fair test.</p> <p><u>Investigating and observing (Y4)</u> Measure length, volume, time, temperature and force in standard units of measurement using simple equipment.</p> <p><u>Evaluating and concluding (Y4)</u></p>		

		<p>Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Identify simple trends and patterns.</p>		<p>Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Identify simple trends and patterns.</p>	
<b>Rocks</b>	<p><b>Key Knowledge:</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Working scientifically:</b> <u>Investigating and observing (Y3)</u> Make observations and comparisons. Use first-hand experience and simple information sources to answer questions.</p> <p><u>Evaluating and concluding (Y3)</u> Communicate findings in a variety of ways.</p>			
<b>Plants</b>	<p><b>Key Knowledge:</b> Identify and describe the basic structure of a variety of common</p>	<p><b>Working scientifically:</b> <u>Investigating and observing (Y3)</u> Make observations and comparisons.</p>			



	<p>flowering plants, including trees.</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>Use first-hand experience and simple information sources to answer questions.</p> <p><u>Planning and predicting (Y3)</u> Respond to suggestions and, with support, put forward own ideas about testing. Make predictions.</p> <p>With support, consider what constitutes a fair test. With support, plan and carrying out a fair test.</p> <p><u>Evaluating and concluding (Y3)</u> Say whether what happened was expected and draw simple conclusions.</p> <p>With support, identify simple patterns and suggest explanations.</p>				
<b>Electricity</b>	<b>Key Knowledge:</b> Identify common appliances that run on electricity.	<b>Working scientifically:</b> <u>Planning and predicting (Y4)</u>	<b>Key Knowledge:</b> Identify common appliances that run on electricity.	<b>Working scientifically:</b> <u>Planning and predicting (Y4)</u>	<b>Key Knowledge:</b> Associate the brightness of a lamp or the	<b>Working scientifically:</b> <u>Planning and predicting (Y6)</u>

	<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>Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p>With support, consider what constitutes a fair test.</p> <p><u>Evaluating and concluding (Y4)</u> Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Identify simple trends and patterns.</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>Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p>With support, consider what constitutes a fair test.</p> <p><u>Evaluating and concluding (Y4)</u> Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Identify simple trends and patterns.</p>	<p>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>	<p>Make predictions based on scientific knowledge and understanding.</p> <p>Suggest methods of testing, including fair testing, and how to collect evidence, ensuring it is sufficient and appropriate.</p> <p><u>Investigating and observing (Y6)</u> Carry out a fair test identifying key features to be considered.</p> <p>Make a variety of relevant observations and measurements using simple apparatus appropriately.</p> <p>Decide when observations/measurements need to be checked in order to give more reliable data.</p> <p><u>Evaluating and concluding (Y6)</u> Communicate findings in a variety of ways – tables, bar graphs and line graphs, including appropriate use of ICT.</p> <p>Provide explanations for differences in results.</p> <p>Draw conclusions and communicate them using appropriate scientific language.</p>
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<p><b>Earth and Space</b></p>			<p><b>Key Knowledge:</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><b>Working scientifically:</b> <u>Planning and predicting (Y5)</u> Recognise that scientific ideas are based on evidence and creative thinking.</p> <p><u>Investigating and observing (Y5)</u> Select information from provided sources.</p> <p><u>Evaluating and concluding (Y5)</u> Draw conclusions and communicate them using appropriate scientific language.</p>		
<p><b>Light</b></p>	<p><b>Key Knowledge:</b> Recognise that they need light in order to see things and that dark is the absence of light.</p>	<p><b>Working Scientifically:</b> <u>Investigating and observing (Y3)</u> Make observations and comparisons. Use first-hand experience and simple information sources to answer questions.</p>			<p><b>Key Knowledge:</b> 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</p>	<p><b>Working scientifically:</b> <u>Planning and predicting (Y6)</u> Make predictions based on scientific knowledge and understanding.</p> <p>Suggest methods of testing, including fair testing, and how to collect evidence, ensuring it is sufficient and appropriate.</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 the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><u>Planning and predicting (Y3)</u> Respond to suggestions and, with support, put forward own ideas about testing. Make predictions. With support, consider what constitutes a fair test. With support, plan and carrying out a fair test.</p> <p><u>Evaluating and concluding (Y3)</u> Communicate findings in a variety of ways. Say whether what happened was expected and draw simple conclusions. With support, identify simple patterns and suggest explanations.</p>		<p>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>	<p><u>Investigating and observing (Y6)</u> Carry out a fair test identifying key features to be considered.</p> <p>Make a variety of relevant observations and measurements using simple apparatus appropriately.</p> <p>Decide when observations/measurements need to be checked in order to give more reliable data.</p> <p>Select information from appropriate sources.</p> <p><u>Evaluating and concluding (Y6)</u> Communicate findings in a variety of ways – tables, bar graphs and line graphs, including appropriate use of ICT.</p> <p>Provide explanations for differences in results.</p> <p>Draw conclusions and communicate them using appropriate scientific language.</p> <p>Identify trends, patterns and results that do not fit the pattern.</p>
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<p><b>States of matter</b></p>		<p><b>Key Knowledge:</b>          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><b>Working scientifically:</b>  <a href="#">Planning and predicting (Y4)</a>          Suggest questions that can be tested.</p> <p>Put forward and explain own ideas and testing and making predictions.</p> <p><a href="#">Investigating and observing (Y4)</a>          Measure length, volume, time, temperature and force in standard units of measurement using simple equipment.</p> <p><a href="#">Evaluating and concluding (Y4)</a>          Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Identify simple trends and patterns.</p>	
<p><b>Properties and changes in materials</b></p>		<p><b>Key Knowledge:</b>          Compare and group together everyday materials on the basis of their properties,</p>	<p><b>Working scientifically:</b>  <a href="#">Planning and predicting (Y5)</a></p>	

		<p>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, for the particular uses of everyday materials,</p>	<p>Make predictions based on scientific knowledge.</p> <p>Suggest methods of testing, including fair testing.</p> <p>Suggest how to collect evidence.</p> <p>Suggest suitable equipment.</p> <p><u>Investigating and observing (Y5)</u> Carry out a fair test, explaining why it is fair.</p> <p>Understand why observations and measurements need to be repeated.</p> <p><u>Evaluating and concluding (Y5)</u> Communicate findings in a variety of ways – tables, bar graphs and line graphs, including appropriate use of ICT.</p> <p>Identify trends and patterns giving explanations for these.</p>	
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			<p>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>Draw conclusions and communicate them using appropriate scientific language.</p>		
<p><b>Animals including humans</b></p>	<p><b>Key Knowledge:</b> 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><b>Working Scientifically:</b>  <u>Investigating and observing (Y3)</u>          Make observations and comparisons. Use first-hand experience and simple information sources to answer questions.   <u>Evaluating and concluding (Y3)</u></p>	<p><b>Key Knowledge:</b> 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,</p>	<p><b>Working scientifically:</b>  <u>Planning and predicting (Y4)</u>          Recognise why it is important to collect data to answer questions. Suggest questions that can be tested.           Put forward and explain own ideas and testing and making predictions.</p>	<p><b>Key Knowledge:</b> 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><b>Working scientifically:</b>  <u>Investigating and observing (Y5)</u>          Select information from provided sources.   <u>Planning and predicting (Y6)</u>          Make predictions based on scientific knowledge and understanding.           Suggest methods of testing, including fair testing, and how</p>

	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Communicate findings in a variety of ways.</p>	<p>identifying producers, predators and prey.</p>	<p>With support, consider what constitutes a fair test.</p> <p><a href="#">Investigating and observing (Y4)</a> Measure length, volume, time, temperature and force in standard units of measurement using simple equipment.</p> <p><a href="#">Evaluating and concluding (Y4)</a> Explain what the evidence shows in a scientific way and whether it supports the prediction.</p> <p>Suggest improvements to their work.</p> <p>Identify simple trends or patterns.</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>to collect evidence, ensuring it is sufficient and appropriate.</p> <p><a href="#">Investigating and observing (Y6)</a> Carry out a fair test identifying key features to be considered.</p> <p>Make a variety of relevant observations and measurements using simple apparatus appropriately.</p> <p>Decide when observations/measurements need to be checked in order to give more reliable data.</p> <p>Select information from appropriate sources.</p> <p><a href="#">Evaluating and concluding (Y6)</a> Communicate findings in a variety of ways – tables, bar graphs and line graphs, including appropriate use of ICT.</p> <p>Provide explanations for differences in results.</p> <p>Draw conclusions and communicate them using appropriate scientific language.</p> <p>Identify trends, patterns and results that do not fit the pattern.</p>
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<p><b>Forces</b></p>	<p><b>Key Knowledge:</b> 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><b>Working Scientifically:</b> <u>Investigating and observing (Y3)</u> Make observations and comparisons. Use first-hand experience and simple information sources to answer questions.</p> <p>Measure length, volume and time in standard units of measurement using simple equipment</p> <p><u>Planning and predicting (Y3)</u> Respond to suggestions and, with support, put forward own ideas about testing.</p> <p>Make predictions.</p> <p>With support, consider what constitutes a fair test. With support, plan and carrying out a fair test.</p> <p><u>Evaluating and concluding (Y3)</u> Communicate findings in a variety of ways.</p>		<p><b>Key Knowledge:</b> 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>	<p><b>Working scientifically:</b> <u>Planning and predicting (Y5)</u> Make predictions based on scientific knowledge.</p> <p>Suggest methods of testing, including fair testing.</p> <p>Suggest how to collect evidence.</p> <p>Suggest suitable equipment.</p> <p><u>Investigating and observing (Y5)</u> Carry out a fair test, explaining why it is fair.</p> <p>Understand why observations and measurements need to be repeated.</p> <p><u>Evaluating and concluding (Y5)</u> Communicate findings in a variety of ways – tables, bar graphs and line graphs, including appropriate use of ICT.</p> <p>Identify trends and patterns giving explanations for these. Draw conclusions and communicate them using appropriate scientific language.</p>
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	<p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Say whether what happened was expected and draw simple conclusions.</p> <p>With support, identify simple patterns and suggest explanations.</p>			
<p><b>Evolution and Inheritance</b></p>				<p><b>Key Knowledge:</b>  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Working scientifically:</b>  <u>Planning and predicting (Y6)</u>  Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.</p> <p><u>Evaluating and concluding (Y6)</u>  Draw conclusions and communicate them using appropriate scientific language.</p>

**\*\* Highly unlikely that a child will go from Woodpecker Class year 4 to Robin Year 5. Therefore, full coverage of science curriculum is certain.**

Key: Year 1\_Year 2\_Year 3\_Year 4\_Year 5\_Year 6