

## Science Objectives and Skills Progression



	Skill Knowledge	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology	Animals, including humans		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults.</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify that animal, 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.</li> <li>identify that human and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans.</li> <li>identify the diverse types of teeth in humans and their simple functions.</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
	Investigations & Experiments	•	<ul style="list-style-type: none"> <li><i>Observations in Charity Land</i></li> <li><i>Collect measurements from body parts for comparison</i></li> <li><i>Sound Trail</i></li> <li><i>Sensory Trail in Charity Land</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Real Life – Tadpoles, Caterpillars and sheep</i></li> <li><i>Healthy Food plates</i></li> <li><i>Explorify – How clean are your hands</i></li> </ul>	•	•	•	•
	Plants		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants.</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>investigate the way in which water is transported within plants.</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>			

## Science Objectives and Skills Progression



	<b>Investigations &amp; Experiments</b>		<ul style="list-style-type: none"> <li>• <i>Plant diary of bulb planted</i></li> <li>• <i>Trip to Heligan Gardens to identify plants around us</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Grow a range of fruits/vegetables</i></li> <li>• <i>Grow plants to observe</i></li> <li>• <i>Sunflower experiment – water, light, temperature</i></li> </ul>	•	•	•	•
	<b>Living things and their habitats</b>			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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.</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>• 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.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways.</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• describe the life process of reproduction in some plants and animals.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
	<b>Investigations &amp; Experiments</b>	•	•	•	•	•	•	•

# Science Objectives and Skills Progression



	Evolution and Inheritance						Pupils should be taught to: <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and those fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
	Investigations & Experiments						<ul style="list-style-type: none"> <li>•</li> </ul>
Physics	Seasonal Changes		Pupils should be taught to: <ul style="list-style-type: none"> <li>• observe changes across the 4 seasons.</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>				
	Investigations & Experiments		<ul style="list-style-type: none"> <li>• Seasonal photographs by the same tree to show how it changes</li> <li>• Make rain gauges</li> <li>• Weather forecasting with pinecones</li> </ul>				
	Forces			Forces and Magnets Pupils should be taught to: <ul style="list-style-type: none"> <li>• compare how things move on different surfaces.</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> </ul>		Forces Pupils should be taught to: <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• identify the effects of air resistance, water resistance</li> </ul>	

Science Objectives and Skills Progression



				<ul style="list-style-type: none"><li>• observe how magnets attract or repel each other and attract some materials and not others.</li><li>• 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.</li><li>• describe magnets as having 2 poles.</li><li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li></ul>		<p>and friction, which act between moving surfaces.</p> <ul style="list-style-type: none"><li>• recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li></ul>	
	Investigations & Experiments			<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	
	Earth and Space					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• describe the movement of the Earth and other planets relative to the sun in the solar system.</li><li>• describe the movement of the moon relative to the Earth.</li><li>• describe the sun, Earth and moon as approximately spherical bodies.</li><li>• use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</li></ul>	
	Investigations & Experiments					<ul style="list-style-type: none"><li>•</li></ul>	

## Science Objectives and Skills Progression



	<b>Electricity</b>					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity.</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• 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.</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• 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.</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
	<b>Investigations &amp; Experiments</b>					•		•
<b>Chemistry</b>	<b>Materials</b>		<p>Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made.</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• describe the simple physical properties of a variety of everyday materials.</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p>Uses of Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul>	<p>States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• 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).</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>Properties and Changes of Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>	

Science Objectives and Skills Progression



							<ul style="list-style-type: none"><li>• demonstrate that dissolving, mixing and changes of state are reversible changes.</li><li>• 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.</li></ul>	
	Investigations & Experiments	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Investigation with different materials to test properties</li><li>• Children design umbrellas using materials that are waterproof</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	