



KINNERLEY C.E. PRIMARY SCHOOL SCIENCE OBJECTIVES



Source: Planbee/Twinkl

	OWLETS (YN/YR)					
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
	Seasonal changes - Summer to Autumn About me - what I need to be healthy My senses My life cycle	Seasonal changes - Autumn to Winter Hibernating animals Investigating ice	Seasonal changes -Winter Herbivores, carnivores, omnivores Our teeth Keeping the world clean - recycling Fossils Materials for the weather	Seasonal changes -Winter to Spring Baby animals Floating/sinking Ocean animals	Seasonal changes -Spring to Summer Materials for the weather Contrasting climates Lighthouses - circuit	Seasonal changes - Summer Mini beasts Growing plants
Year B	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
	Seasonal changes - Summer to Autumn Magnets Superhero foods	Seasonal changes - Autumn to Winter Play in leaves, puddles, ice Materials toys are made from	Seasonal changes -Winter Mini beast homes Colour mixing	Seasonal changes -Winter to Spring Farm animals/match adult/baby Life cycles Grow grass	Seasonal changes -Spring to Summer Jungle animals and plants Plant enquiry	Seasonal changes - Summer Explore friction and travel down a ramp. Wheels and flight

	BARN OWLS (Y1/Y2)					
	Autumn		Spring		Summer	
Year A	ALL ABOUT ME	CASTLES	AMAZING ANIMALS	ARCTIC ADVENTURES	SUN SEA AND SAND	THE SECRET WORLD OF PLANTS
	<u>All about me (Y1/2)</u> <u>Animals including Humans</u> Year 1 - observing closely, using simple equipment - identifying and classifying	<u>Everyday materials (Y1)</u> <u>Everyday materials</u> Year 1 - observing closely, using simple equipment - performing simple tests - identifying and classifying	<u>Identifying Animals (Y1)</u> <u>Animals including Humans</u> Year 1- asking simple questions and recognising that they can be answered in different ways	<u>Arctic Adventures (Y1/2)</u> <u>Animals including Humans</u> <u>Everyday materials</u> <u>Living things and their Habitats</u> Year 1 - asking simple questions and recognising	<u>Living in habitats (Y2)</u> <u>Living things and their habitats</u> using simple equipment - identifying and classifying	<u>The Secret world of Plants (Y2)</u> <u>Growing Plants Y2</u> <u>Plants</u> questions and recognising that they can be answered in different ways

	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions - 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>Year 2 - notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Super Scientist L6 – to investigate how germs are transferred by touching things</p>	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to questions - 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 <p>Super Scientist L1 – to investigate the effect gravity has on everyday objects.</p>	<ul style="list-style-type: none"> - observing closely, using simple equipment - identifying and classifying - 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) <p>Year 1 - asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> - 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 - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies <p>Seasonal Changes Y1</p>	<p>that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - describe the simple physical properties of a variety of everyday materials <p>Year 2 - 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>Super Scientist L3 – to investigate the wind</p>	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to 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 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 <p>Super Scientist L2 – to investigate what happens when light is passed through an object</p>	<ul style="list-style-type: none"> - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to 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 micro-habitats - 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 B	SUPERHEROES!	TOYS	HOUSES AND HOMES	GREAT FIRE OF LONDON	OUR AMAZING WORLD	TRAVEL AND TRANSPORT
	<p>My Body (Y1) <u>Animals including Humans</u> Year 1 - asking simple questions and recognising</p>	<p>Toys (Y1) <u>Everyday materials</u> Year 1 - observing closely, using simple equipment</p> <p>- identifying and classifying</p>	<p>Pets and Gardens (Y1) <u>Plants</u> <u>Animals including Humans</u> Year 1 - asking simple questions and recognising</p>	<p>Exploring Everyday Materials (Y2) <u>Everyday materials</u></p>	<p>Identifying Plants (Y1) <u>Plants</u> Year 1 - asking simple questions and recognising</p>	<p>Growth and Survival (Y2) <u>Animals including Humans</u> Year 2 - asking simple questions and recognising</p>

	<p>that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - 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>Super Scientist L5 – investigate our sense and reflexes</p>	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to questions - 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 <p>Super Scientist L4 – to investigate whether sound can pass through an object</p>	<p>that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - identify and name a variety of common wild and garden plants, including deciduous and evergreen 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) <p>Seasonal Changes Y1</p>	<p>questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - 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 <p>Super Scientist L7 – to investigate electric circuits to make a light bulb light up</p>	<p>that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording 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 	<p>that they can be answered in different ways</p> <ul style="list-style-type: none"> - 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 - 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
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SNOWY OWLS (Y3/Y4)						
	Autumn		Spring		Summer	
Year A	FOOD GLORIOUS FOOD	THE ROMANS ARE COMING!	THE RAINFOREST	CHOCOLATE – YUM!	SEA AND COAST	OFF ON HOLIBOBS?
	<p>Eating and Digestion (Y4) Animals including Humans</p> <ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Electricity and circuits (Y4) Electricity</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p>Living in Environments(Y4) Living things and their Habitats Plants Y3</p> <ul style="list-style-type: none"> - 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 	<p>Enquiry x4 (2 for each session) topic link Working scientifically</p>	<p>Rocks Fossils and Soils (Y3) Rocks</p> <p>Year 3 - setting up simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including 	<p>States of Matter (Y4) States of Matter</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> - observing closely, - using simple equipment - performing simple tests - identifying and classifying

	<ul style="list-style-type: none"> - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings <p>Animals inc. humans</p> <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 	<p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Electricity</p> <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>ways to help in answering questions</p> <ul style="list-style-type: none"> - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - identifying differences, similarities or changes related to simple scientific ideas and processes <p>Living things and their habitats</p> <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 		<p>thermometers and data loggers</p> <ul style="list-style-type: none"> - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - 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 - using straightforward scientific evidence to answer questions or to support their findings <p>Rocks</p> <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 	<ul style="list-style-type: none"> -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions -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 -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 <p>States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> -observe that some materials change state when they are heated or cooled, and
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						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 B	GET READY, GET FIT! Health and Movement Y3 <u>Animals including Humans</u> - asking relevant questions and using different types of scientific enquiries to answer them - 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 - identifying differences, similarities or changes related to simple scientific ideas and processes Animals inc. Humans - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for	LIGHTS, CAMERA, ACTION! Light and Shadow (Y3) <u>Light</u> 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	WALK LIKE AN EGYPTIAN Forces and Magnets (Y3) <u>Forces and Magnets</u> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying gathering and recording data to help in answering questions 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 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	YOU'RE MY HERO! Changing Sound (Y4) <u>Sound</u> - 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 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to answer questions or to support their findings Sound	HOW DOES YOUR GARDEN GROW? How Plants Grow (Y3) Desert Life (Y3/4) <u>Plants</u> - 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	MORE INVADERS! What Do Scientists do? (Y3/4) <u>Working scientifically</u> - 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

	<p>support, protection and movement</p>	<p>using straightforward scientific evidence to answer questions or to support their findings</p> <p>Light and shadows</p> <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 the 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>using straightforward scientific evidence to answer questions or to support their findings</p> <p>Forces and magnets</p> <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>- 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>- find patterns between the pitch of a sound and features of the object that produced it</p> <p>- find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>- recognise that sounds get fainter as the distance from the sound source increases</p>	<p>improvements and raise further questions</p> <p>- identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>- using straightforward scientific evidence to answer questions or to support their findings</p> <p>Plants</p> <p>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</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>improvements and raise further questions</p> <p>- identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>- using straightforward scientific evidence to answer questions or to support their findings</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>- 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>Year 4</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>
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Year A	Autumn		Spring		Summer	
	ANCESTRY.COM	DOCTOR DOCTOR!	FORCES OF NATURE	FAR OFF LANDS	CAVERNOUS CANYON!	VICTORIOUS VIKINGS?
	<p>Evolution and Inheritance (Y6) <u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - 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 <p>Evolution and inheritance</p> <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 	<p>Seeing Light (Y6) <u>Light</u></p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - 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 <p>Light</p> <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 <p>(Properties and Changes of Materials (Y5) <u>States of Matter</u> small unit this year only)</p>	<p>Forces in Action (Y5/6) <u>Forces and Magnets</u></p> <ul style="list-style-type: none"> - 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 - 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 <p>Forces</p> <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 	<p>Changing Circuits (Y6) <u>Electricity</u></p> <ul style="list-style-type: none"> - 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 - 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 <p>Electricity</p> <ul style="list-style-type: none"> - 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 	<p>Life Cycles (Y5) <u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - 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 - 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 <p>Animals inc. humans</p> <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 	<p>Viking Science Y5/6 <u>Enquiry</u></p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - 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 - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Year 5 - identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Year 6 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Year 6 - using test results to make predictions to set up</p>

						<p>further comparative and fair tests</p> <p>Year 6 - identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Year 6 - 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>Year 6 - give reasons for classifying plants and animals based on specific characteristics</p>
Year B	<p>WAR HORSE</p> <p>Healthy Bodies (Y5/6) – (food, nutrients, heart, muscles, movement)</p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> - 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 - reporting and presenting findings from enquiries, including conclusions, causal 	<p>FROZEN WORLDS</p> <p>Classifying Organisms (Y6)</p> <p><u>Living things and their habitats</u> (frozen)</p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - 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 <p>Living things and their habitats.</p> <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, 	<p>OUR PLACE IN SPACE - EXTREME EARTH</p> <p>Earth and Space (Y5)</p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <p>E and S</p> <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 	<p>THIEVES, BEWARE!</p> <p>Properties and Changes of Materials (Y5)</p> <p><u>States of Matter</u></p> <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>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</p> <p>Properties and changes in materials.</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>GROOVY GREEKS</p> <p>Great British Scientists (Y5/6)</p> <p><u>Working scientifically</u></p>	<p>WHEN STARS ARE SCATTERED</p> <p>Changes and Reproduction (Y5)</p> <p><u>Living things and their habitats</u> repeat</p> <p>Y5 - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> - 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

	<p>relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> - identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals inc. Humans</p> <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 - describe the ways in which nutrients and water are transported within animals, including humans 	<p>including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> - give reasons for classifying plants and animals based on specific characteristics 		<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, 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>forms such as displays and other presentations</p> <ul style="list-style-type: none"> - identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals inc. humans</p> <ul style="list-style-type: none"> - describe the changes as humans develop to old age
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