



## Science Lower KS2

Highlighted are the types of enquiry when working scientifically. These include: comparative / fair testing • research • observation over time • pattern seeking • identifying, grouping and classifying • problem solving

| Rocks Y3  Animans (loidogy)  1.1 can compare and group rocks on the basis of their appearance and physical properties. Identifying, grouping, classifying of rocks in my local environment. Identifying, grouping, classifying and how they are formed. Research of rocks and organic matter. I can state that soil is made up of rocks and organic matter. I can explain the limpotance of rocks and organic matter. I can explain the importance of muscles for support, protection and movement.  Research of contifying, grouping, classifying of contifying, grouping, classifying and how they are formed. Research of cord sand organic matter. I can explain the importance of muscles for support, protection and movement.  Research of contifying, grouping, classifying of movement.  Research of cont |  |
|--|--|
| humans (biology)  I can explore the basis of their appearance and physical properties. I can explain that humans get their nutrition from what they eat. I can name the nutrition groups within food 2.1 can explore the different types of rocks in my local environment. Identifying, grouping, classifying 3.1 can describe what a fossil is and how they are formed.  Research  4. I can state that soil is made up of rocks and organic matter, I can investigate different soils.  Identifying, grouping, classifying  4. I can state that soil is made up of rocks and organic matter, I can investigate different soils.  Identifying, grouping, classifying  5. I can explain the importance of bones for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  (biology)  I can explore the requirements for life and growth. (experiment throughout)  1.1 can explore the requirements for life and growth. (experiment throughout)  1.1 can explore the requirements for life and growth. (experiment throughout)  1.1 can explore the requirements for life and growth. (experiment throughout)  1.1 can pan and conduct a fair test to compare how objects move on different surfaces ellowering plant and their functions. Carnation and their portance of bones for support, protection and movement.  Research  4. I can state that soil is made up of rocks and organic matter, I can investigate the life cycle of a flowering plant. Research  5. I can explain the importance of bones for support, protection and movement.  Research  5. I can explain the importance of bones for support, protection and movement.  Research  6. I can set up a simple  1. I can explore the requirements for life and growth. (experiment throughout)  1. I can pan and conduct a fair test to compare how objects move on different surfaces ellowering plant and their flowering plant.  1. I can explore the requirements of a flowering plant. Research  1. I can explore the requirements of a flo | Summer   |
| 1.1 can compare and group rocks on the basis of their appearance and physical properties.  and physical properties.  and physical properties.  1.1 can explain that humans get their nutrition from what they eat. I can name the nutrition groups within food frocks in my local environment. Identifying, grouping, classifying  3.1 can describe what a fossil is and how they are formed.  4.1 can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  4.1 can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  5.1 can explain the importance of bones for support, protection and movement.  1.2 can explore the requirements for life and growth. (experiment throughout)  1.1 can name the parts of a flowering plant and their functions.  1.2 loan name the parts of a flowering plant and their functions.  2.1 will understand how to use a food label to know if the food will support good health Research, problem support keeping bones healthy research.  3.1 know what food groups support keeping bones healthy research.  4.1 can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying.  5.1 can explain the importance of bones for support, protection and movement.  1.2 can explore the requirements for life and growth. (experiment throughout)  1.1 can name the parts of a flowering plant and their functions.  1.2 can plan and conduct a fair test to compare how objects move on different surfaces.  2.1 will know how water is transported in flowering plants.  3.1 know what food groups support keeping bones healthy research.  4.1 can state that soil is made up of rocks and organic matter. I can investigate the life cycle of flowering plant.  4.2 can explore how magnetic forces act at a distance.  2.1 will know how water is transported in flowering plant.  3.1 know why we need a skeleton and the importance of bones for support, pro | Living things and habitats   |
| In the basis of their appearance and physical properties.  Identifying, grouping, classifying of their nutrition from what they eat. I can name the nutrition groups within food Research of the composed in the parts of a flowering plant and their functions.  I can describe what a fossil is and how they are formed.  Research  I can asset that soil is made up of rocks and organic matter. I can investigate different sols. Identifying, grouping, classifying  I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  I can explain that humans get their nutrition from what they eat. I can name the nutrition groups within food Research leentifying, grouping, classifying and how they are formed.  I can explain that humans get their nutrition from what they eat. I can name the nutrition from what they eat. I can name the nutrition groups within food Research leentifying, grouping, classifying and how they are formed.  I can name the parts of a flowering plant and their functions.  Research  I can name the parts of a flowering plant and their functions.  Research  I can plan and conduct a fair test to compare how objects move on different surfaces and comparative/fair testing.  I can plan and conduct a fair test to compare how objects move on different surfaces and flowering plants.  I can plan and conduct a fair test to compare how objects move on different surfaces.  Research  I can plan and conduct a fair test to compare how objects move on different surfaces.  I can explain the what and their flowering plants.  Research  I can name the parts of a flowering plants.  I can resplain the importance of bones for support, protection and movement.  Research  I can name the parts of a flowering plants and their throughout)  I can compare how objects move on different surfaces.  I can plan and conduct a fair test to compare how objects move on different surfaces.  I can plan and conduct a fair test to compare how objects flowers and their flowers plants.  I can plan and power lea | (biology) Y4   |
| In can explain that humans get their number of the peat. I can name the nutrition from what they eat. I can name the nutrition groups within food forcks in my local environment. Identifying, grouping, classifying  3. I can describe what a fossil is and how they are formed.  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  5. I can explain the importance of mose for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  1. I can explain that humans get their norm what they drow throughout)  1. I can explain that humans get their norm what they eat. I can name the parts of a flowering plant and their functions.  2. I will understand how to use a food label to know if the food will support good metaltifying, grouping, classifying  2. I will understand how to use a food label to know if the food will support good will support good metaltifying, grouping, classifying  2. I will know how water is transported in flowering plants.  3. I can explain the importance of bones for support, protection and movement.  Research  5. I can explain the importance of bones for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  7. I can set up a simple  8. I can set up a simple  8. I can explain the thumans get their functions.  8. I can explain the thurition from what their throughout)  9. I can explain the their flowers play in the companies for support, protection and movement.  9. I can explain the importance of bones for support, protection and movement.  9. I can explain the importance of bones for support, protection and movement.  9. I can explain the importance of bones for support, protection and movement.  9. I can explain the importance of the intervent of muscless for support.  9. I can explain the flowers play in  |  |
| get their nutrition from what they eat. I can name the nutrition groups within food 2.1 can explore the different types of rocks in my local environment. Identifying, grouping, classifying 3.1 can describe what a fossil is and how they are formed.  Research 4.1 can sate that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying 4.1 Loan sate that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying 4.1 Loan explore the importance of bones for support, protection and movement. Research 6.1 can set up a simple 6.1 can set up a simple 6.1 can set up a simple with food solution.  Second 1.1 can name the parts of a flowering plant theroughout)  1.1 can name the parts of a flowering plant theroughout)  2.1 will understand how to use a food label to know if the food will support good health Research problem solving.  2.1 will understand how to use a food label to know if the food will support good health Research problem solving.  3.1 can describe what a fossil is and how they are formed.  4.1 can set that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying will know how water is transported in flowering plants. Support keeping bones healthy feeserch 4.1 know why we need a skeleton and the importance of bones for support, protection and movement.  8.8 carch 1.2 can explain the importance of founcies for support, protection and movement.  8.8 carch 1.2 can explain the importance of founcies for support, protection and movement.  8. can explain the importance of founcies for support, protection and movement.  8. can explain the importance of founcies for support, protection and movement.  8. can explain the importance of founcies for support, protection and movement.  8. can explain the importance of founcies for support, protection and movement.  9. can be death viewer the life cycle of a flowering plant.  9. can be death viewer the lif | 1 I can classify living things   |
| they eat. I can name the nutrition groups within food Research dentifying, grouping, classifying of rocks in my local environment. Identifying, grouping, classifying of the plant and their functions.  2 I will understand how to use a food label to know if the food will support good health Research groups and how they are formed.  Research  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying dentifying, grouping, classifying and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  throughout)  1. I can name the parts of a flowering plant and their functions.  Research  1. I can name the parts of a flowering plant and their functions.  Research  1. I can name the parts of a flowering plant and their functions.  Research  1. I can name the parts of a flowering plant and their functions.  Research  1. I can name the parts of a flowering plant and their functions.  Research  2. I will know how water is transported in flowering plants.  Solving.  3. I can explain the importance of bones for support, protection and movement.  Research  4. I understand how seeds can be distributed by flowering plants.  Research  4. I understand how seeds can be distributed by flowering plants.  Research  6. I can set up a simple  1. Can name the parts of a flowering plant and their functions.  Comparative/fair testing.  3. I can explain why the components in distance pattern seeking.  Comparative/fair testing.  3. I can explain why the components in distance pattern seeking.  Comparative/fair testing.  3. I can explore how magnet: destrouch a distance pattern seeking.  Comparative/fair testing.  3. I can explore how magnet: destrouch a distance pattern seeking.  Comparative/fair testing.  3. I can explore how magnet: destrouch a distance pattern seeking.  Comparative/fair testing.  3. I can explore how magnet: destrouch and interest on the info | according to common  |
| nutrition groups within food Research dentifying, grouping, classifying of rocks in my local environment. Identifying, grouping, classifying of rocks in my local environment. Identifying, grouping, classifying and how they are formed.  Research  3.1 can describe what a fossil is and how they are formed.  Research  4.1 can state that soil is made up of rocks and organic matter. I can investigate different soils. Is dentifying, grouping, classifying of dentifying, grouping, classifying of dentifying, grouping, classifying of dentifying, grouping, classifying ones health research  4.1 know why we need a skeleton and the importance of dentifying, grouping, classifying ones for support, protection and movement.  Research  5.1 can explain the importance of muscles for support, protection and movement.  Research  6.1 can set up a simple  1.1 can name the parts of a flowering plant and their functions.  Research  1.1 can name the parts of a flowering plant and their functions.  Research  2.1 can plan and conduct a fair test to compare how objects move on different surfaces Pattern seeking.  2.1 can explore how magnetic forces act at a distance Pattern seeking.  2.1 will know how water is transported in flowering plants.  Comparative/fair test.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  2.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking.  3.1 can explore how magnetic forces act at a distance Pattern seeking |  |
| Research dentifying, grouping, classifying of rocks in my local environment. Identifying, grouping, classifying dentifying, grouping, classifying and how they are formed.  Research  3. I can describe what a fossil is and how they are formed.  Research  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying dentifying, grouping, classifying of maching process and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  1. I can name the parts of a flowering plants of a flowering plants and their functions.  Research  1. I can name the parts of a flowering plants and their functions.  Research  1. I can name the parts of a flowering plant and their functions.  Research  1. I can name the parts of a flowering plants and their functions.  Research  2. I will understand how to use a food label to know if the food will support good health Research problem solving.  2. I will know how water is transported in flowering plants.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  4. I can explore how magnetic forces act at a distance Pattern seeking.  Comparative/fair test.  5. I can predict whether two magnets will attract or repel each other, depending on works.  Comparative/fair testing.  Can n | grouping, classifying  |
| flowering plant and their functions of rocks in my local environment.  Identifying, grouping, classifying of rocks in my local environment.  Identifying, grouping, classifying of rocks in my local environment.  Identifying, grouping, classifying of label to know if the food will support good health Research problem solving.  I will understand how to use a food label to know if the food will support good health Research, problem solving.  I know what food groups support keeping bones healthy for cocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying of label to know if the food will support good health Research problem solving.  I will understand how to use a food label to know if the food will support good health Research problem solving.  I know what food groups support keeping bones healthy for cocks and organic matter. I can investigate the life cycle of a flowering plant.  Research  I can investigate the life cycle of a flowering plant.  Research  I can explain the importance of bones for support, protection and movement.  Research  I can explain the importance of muscles for support, protection and movement.  Research  I can explore how magnetic forces act at a distance  Pattern seeking.  Comparative/fair test.  I can explain why the components in a circuit do not work – identifying gond on whether they are attracted to a magnet lidentifying, grouping, classifying.  I can investigate the life cycle of a flowering plant.  Research  I can predict whether two magnets will attract or repel each other, depending on which grouping, classifying of the components in a circuit and construct a simple circuit.  I can explain the importance of bones healthy for the life cycle of a flowering plant.  Research  I can predict whether two magnets in defentifying, grouping, classifying of the life cycle of plants including of the life cycle of plants including of the life of the life cycle of plants including of the life cycle of plants including of the life of the life cycle of pla |  |
| A I can state that soil is made up of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying of comparative/fair test.  A I can state that soil is made up of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying of lassifying of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  2 I will understand how to use a food label to know if the food will support good health Research toentifying, grouping, classifying on the food will support good health Research, problem solving.  2 I will understand how to use a food label to know if the food will support good health Research, problem solving.  2 I will know how water is transported in flowering plants  2 I will know how water is transported in flowering plants  2 I will know how water is transported in flowering plants  Doservation over time (Carnation)  3. I can explore how magnetic forces act at a distance  Pattern seeking.  Comparative/fair test.  3. I can explain why the components in a circuit do not work—identifying if a lamp will light or not in a simple circuit.  Research  4. I understand how seeds can be distributed by flowering plants  Research  5. I can explain the importance of bones for support, protection and movement.  Research  5. I can explain the importance of bones for support, protection and movement.  Research  6. I can set up a simple  Fattern seeking.  Comparative/fair test.  3. I can explore how magnetic forces act at a distance  Pattern seeking.  Comparative/fair test.  4. I can compare and group various everyday materials based on whether they are attracted to a magnet lidentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  1 can record my findings using simple scientific vocabulary. I pattern seeking.  1 can record my findings usin | in a   |
| 2 I will understand how to use a food label to know if the food will support good health Research, problem solving  3 I know what food groups support keeping bones healthy Research 1 I can investigate different soils. Identifying, grouping, classifying winderstand how to use a food label to know if the food will support good health Research, problem solving  3 I know what food groups support keeping bones healthy Research 1 I can investigate different soils. Identifying, grouping, classifying will understand how to use a food label to know if the food will support good health Research, problem solving.  3 I know what food groups support keeping bones healthy Research 1 I can investigate the life cycle of a flowering plant. Research 1 I understand how seeds can be distributed by flowering plant. Research 1 I understand how seeds can be distributed by flowering plants. Research 1 I can record my findings using 1 I can record my findings usin     | 2.What are the main  |
| food label to know if the food will support good heatth Research, problem solving.  3. I can describe what a fossil is and how they are formed.  Research  3. I can explore how magnetic forces act at a distance pattern seeking.  3. I can explore how magnetic forces act at a distance pattern seeking.  3. I can explain why the components in a circuit do not work—identifying if a lamp will light or not in a simple circuit.  3. I can investigate the life cycle of a flowering plant.  Research  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  4. I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  4. I can state that soil is made up of rocks and organic matter. I can investigate the life cycle of a flowering plant.  Research  4. I can state that soil is made up of rocks and organic matter. I can investigate the life cycle of a flowering plant.  Research  4. I understand how seeds can be distributed by flowering plants  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  1. I can record my findings using simple scientific vocabulary. I learn record my findings using simple scientific vocabulary. I  | characteristics of mammals   |
| will support good health Research problem solving.  3 I know what food groups support keeping bones healthy Research  4 I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying skeleton and the importance of muscles for support, protection and movement.  Research  5 . I can explain the importance of muscles for support, protection and movement.  Research  6 . I can set up a simple  will support good health Research, problem solving.  2. I will know how water is transported in flowering plants.  Comparative/fair test.  4. I can compare and group various everyday materials based on whether they are attracted to a magnet lidentifying, grouping, classifying.  3. I can explain why the components in a circuit do not work – identifying if a lamp will light or not in a simple circuit.  Research  4. I understand how seeds can be distributed by flowering plants  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  5. I can set up a simple  1. I can record my findings using simple scientific vocabulary. I life cycle of plants including simple scientific vocabulary. I   | •  |
| health Research, problem solving.  I can escribe what a fossil is and how they are formed.  Research  health Research, problem solving.  I know what food groups support keeping bones healthy Research  I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  I can explain the importance of muscles for support, protection and movement.  Research  I can set up a simple  health Research, problem solving.  2.I will know how water is transported in flowering plants  Comparative/fair test.  4.I can compare and group various everyday materials based on whether they are attracted to a magnet light or not in a simple circuit.  Problem solving  Comparative/fair testing.  3. I can explain why the components in a circuit do not work – identifying if a lamp will light or not in a simple circuit.  Problem solving  Comparative/fair test.  4.I can compare and group various everyday materials based on whether they are attracted to a magnet lidentifying, grouping, classifying.  S. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  S. I can explain how a switch works.  Comparative/fair testing.  S. I can explain why the components in a circuit do not work – identifying if a lamp will light or not in a simple circuit.  Problem solving  A. I. can explain why the components in a circuit do not work – identifying, a titracted to a magnet attracted to a magnet lidentifying, grouping, classifying.  S. I can predict whether two magnets will attract or repel each other, depending on which poles are facing Problem solving  S. I can explain why the components in a circuit do not work – identifying, a titracted to a magnet lidentifying, grouping, classifying.  S. I can predict whether two magnets will attract or repel each other, depending on which poles are facing Problem solving.  S. I can explain why the components in a circuit do not work – identifying, a classifying.  S. I can explain why the components in a circuit do |  |
| Research  3 I know what food groups support keeping bones healthy for rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying  4. I understand how seeds can be distributed by flowering plants  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  Transported in flowering plants  Diservation over time (Carnation)  4. I can compare and group various everyday materials based on whether they are attracted to a magnet  Ildentifying, grouping, classifying.  A.I understand how seeds can be distributed by flowering plants  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  Transported in flowering plants  Comparative/fair test.  4. I can compare and group various everyday materials based on whether they are attracted to a magnet  Ildentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing  Problem solving  5. I can define what an electrical conductor or insulator is and associate metals with being good conductors. (Investigation)  Comparative/fair testing.  5. I can explain the important parts that flowers play in the life cycle of plants including  Transported in flowering plants.  4. I can explain the simp will light or not in a simple circuit.  Froblem solving  Cansifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing  Problem solving  1. I can record my findings using simple scientific vocabulary. I gatery fair testing.  | 3 I can identify and researc   |
| At I can state that soil is made up of rocks and organic matter. I can investigate different soils. Identifying, grouping, classifying and movement.  Research  3 I know what food groups support keeping bones healthy Research 4 I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  5. I can explain the importance of for muscles for support, protection and movement.  Research  5. I can explain the importance of for muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  Transported in trowering plants  Doservation over time (Carnation)  4. I can compare and group various everyday materials based on whether they are attracted to a magnet attracted to a mag | invertebrates. Identifying,  |
| 3 I know what food groups support keeping bones healthy of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explore the important parts that flowers play in the life cycle of plants including  6. I can set up a simple  Comparative/fair testing.  4. I can compare and group various everyday materials based on whether they are attracted to a magnet attracted to a magnet suitdentifying, grouping, classifying.  Ildentifying, grouping.  Comparative/fair testing.  4. I can explain how a switch works.  Comparative/fair testing.  4. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  1. I can record my findings using simple scientific vocabulary. I problem solving  Comparative/fair testing.  | grouping, classifying  |
| 4. I can state that soil is made up of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying  4. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  6. I can set up a simple  (Carnation)  4. I can compare and group various everyday materials based on whether they are attracted to a magnet attracted  | 1  |
| 4. I can state that soil is made up of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying  4. I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  3. I can investigate the life cycle of a flowering plant.  Research  3. I can investigate the life cycle of a flowering plant.  Research  4. I understand how seeds can be distributed by flowering plants  Research lidentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving.  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  1. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple scientific vocabulary. I can record my findings using simple varieties attracted to a magnet attracted to a magnet attracted to a magnet a |  |
| of rocks and organic matter. I can investigate different soils.  Identifying, grouping, classifying  A I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  A I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  4. I know why we need a skeleton and the importance of bones for support, protection and movement.  Research  4. I understand how seeds can be distributed by flowering plants  Research Ildentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  5. I can explore the important parts that flowers play in the life cycle of plants including  6. I can set up a simple  A.I understand how seeds can be distributed by flowering plant.  Research  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  5. I can explain how a switch works.  Comparative/fair testing.  5. I can explain how a switch works.  Comparative/fair testing.  | 4. I can research vertebrates.   |
| skeleton and the importance of bones for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can record my findings using simple scientific vocabulary. I  6. I can set up a simple  7. I can towning plant.  Research  Ildentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  5. I can record my findings using simple scientific vocabulary. I  6. I can set up a simple  7. I can towning plant. Ildentifying, grouping, classifying.  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  7. I can record my findings using simple scientific vocabulary. I  8. I can record my findings using simple scientific vocabulary. I  9. I can record my findings using simple simple scientific vocabulary. I  | Identifying, grouping, classifyin  |
| bones for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  6. I can set up a simple  5. I can set up a simple  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can set up a simple  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can set up a simple  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can record my findings using simple scientific vocabulary. I  6. I can set up a simple   | ) Name of the control |
| and movement.  Research  5. I can explain the importance of muscles for support, protection and movement.  Research  Research  6. I can set up a simple  4.I understand how seeds can be distributed by flowering plants  S. I can predict whether two magnets will attract or repele each other, depending on which poles are facing problem solving  S. I can predict whether two magnets will attract or repele each other, depending on which poles are facing problem solving  S. I can explore the important parts that flowers play in the life cycle of plants including  S. I can predict whether two magnets will attract or repele each other, depending on which poles are facing conductor or insulator is and associate metals with being good conductors. (Investigation)  I can record my findings using simple scientific vocabulary. I simple scientific vocabulary. I   | What are the five main groups  |
| Research  be distributed by flowering plants  5. I can explain the importance of muscles for support, protection and movement.  Research  Research  5. I can explore the important parts that flowers play in the life cycle of plants including  6. I can set up a simple  be distributed by flowering plants  be distributed by flowering magnets will attract or repel each other, depending on which poles are facing problem solving  5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing problem solving  5. I can explore the important parts that flowers play in the life cycle of plants including  1 can record my findings using simple scientific vocabulary. I pattern Seeking  | of vertebrates?  |
| plants  Research   Identifying, grouping, classifying   protection and movement.  Research   Ican explore the important parts that flowers play in the life cycle of plants including   life cycle of plants including   plants   magnets will attract or repel each other, depending on which poles are facing conductor or insulator is and associate metals with being good conductors. (Investigation)    Comparative/fair testing simple scientific vocabulary.   Pattern Seeking   Pattern |  |
| 5. I can explain the importance of muscles for support, protection and movement.  Research  Besearch Ildentifying, grouping, classifying  Froblem solving  5. I can define what an electrical conductor or insulator is and associate metals with being good conductors. (Investigation)  To an record my findings using simple scientific vocabulary. I simple scientific vocabulary. I   | 4 1  |
| of muscles for support, protection and movement.  Research  5. I can explore the important parts that flowers play in the 6. I can set up a simple  grouping, classifying  5. I can explore the important parts that flowers play in the life cycle of plants including  which poles are facing Problem solving  1 can record my findings using simple scientific vocabulary. I comparative/fair testing.  Pattern Seeking  conductor or insulator is and associate metals with being good conductors. (Investigation)  Comparative/fair testing.  Pattern Seeking   | 4. I can use classification key  |
| protection and movement.  Research  5. I can explore the important parts that flowers play in the life cycle of plants including  6. I can set up a simple  Problem solving  1 can record my findings using simple scientific vocabulary. I  Solving  associate metals with being good conductors. (Investigation)  Comparative/fair testing.  Pattern Seeking   | al Identifying, grouping, classifyir   |
| Research  5. I can explore the important parts that flowers play in the life cycle of plants including  6. I can set up a simple  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including  5. I can explore the important parts that flowers play in the life cycle of plants including   |  |
| parts that flowers play in the life cycle of plants including simple scientific vocabulary. I  Comparative/fair testing.  Pattern Seeking  |  |
| 6. I can set up a simple life cycle of plants including simple scientific vocabulary. I  | 5 I can research the danger  |
|  | that changing environments could have on   |
| nractical anguiry and I pollination legal formation I can use my results to draw   | animals.R <mark>esearch</mark>   |
| practical enquiry and pollination, seed formation can use my results to draw simple conclusions.   | ariiiilais.N <mark>esearcii</mark>   |
| people with longer legs jump   |  |
| further? Do people with longer   |  |





|   | arms throw further? Pattern seeking. Comparative/fair test.   |   | Investigation – number of paper clips a magnet can attract.  Pattern seeking.  Comparative/fair test.  |   |  |
|---|---|---|--|---|--|
| Outcome Pupils should explore different kinds of rocks and soils , including those in the local environment.  | Outcome Importance of nutrition; introduction to the main body parts associated with the skeleton and muscles; finding out how different parts of the body have special functions   | Outcome To learn the relationship between structure and function: the idea that every part has a job to do; explore questions that focus on the role of the roots and stem in nutrition and support; leaves for nutrition and flowers for reproduction. | Outcome Observe that magnetic forces can act without direct contact; explore the behaviour and everyday uses of different magnets  | Outcome Simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, | Outcome Children will create a decision tree to classify animals, they will use a given table to sort animals by their characteristics   |
| Vocabulary Absorb, imprint, leaf litter, magma, man-made, metamorphic, molten, natural, nutrients, permeable, porous, prehistoric, preserve, pressure, properties, rock, sediment, soil, surface, volcano, weathered. | Vocabulary Nutrients, nutrition, carbohydrates, protein, fats, vitamins, minerals, water, fibre, skeletons, bones, joints, endoskeleton, exoskeleton, hydrostatic, invertebrates, muscles, contract relax.  | Vocabulary Air, light, water, nutrients, soil, support, anchor, reproduction, pollination, dispersal, transportation, flower, energy, growth, seedling, carbon dioxide, oxygen, sugar, material, photosynthesis, chlorophyll                            | Vocabulary Force magnet contact repel non-magnetic iron north and south pole   | Vocabulary Battery, bulb, buzzer, cell, circuit, component, conductor, current, device, electricity, energy, fuel, generate, insulator, mains, motor, power, source, switch, wires  | Vocabulary Environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation.                                  |
|   | Animals inc humans (biology) Y4  1.I can out and name the parts of the digestive system Identifying, grouping, classifying.  2.I can describe the function of the digestive system Identifying, grouping, classifying. 3.I can identify the different | Animals including humans  1 I can classify organisms as producers, predators or prey?  Identifying, grouping, classifying.  2. I can construct food chains from information. Research  3. I can compare teeth of  | States of matter Y4  1.I can identify a substance as either a solid, a liquid or a gas. I can compare and group materials together, according to whether they are solids, liquids or gases.  Identifying, grouping, classifying. | Sound Y4 (physics)  1. I can identify how sounds are made and associate them with something that vibrate.  Research 2.I can recognise that vibrations from sound travel through a medium to the ear and start with                          | Light Y3 (physics)  1.I can state that darkness is an absence of light. Problem solving Shoebox experiment.  2.I can say that light is reflected from objects, and that opaque objects make the best reflectors. |
|   | types of teeth in humans and their different functions Identifying, grouping, classifying.  4.I know why tooth hygiene is important – experiment Observations over time Comparative/fair testing  | herbivores and carnivores and suggest reasons for differences.  Identifying, grouping, classifying. Problem Solving   | 2. I can observe that some materials change state when they are heated or cooled. (chocolate crispies)  Comparative/fair testing.  | particles vibrating.  Comparative/fair testing.  3I can observe that the length of time a material vibrates for depends on that material's physical properties.  Comparative/fair testing.  Pattern seeking - investigation                 | 3.I can describe why the sun can be dangerous to our eyes and how to protect them. Research  4.I can say that we have shadows because a shape blocks the light.  Comparative/fair testing.                       |



| 5. I can design a poster explaining the importance of brushing our teeth  |  | 3.I can observe that some materials change state when they are heated or cooled. (observe water in different states.) Comparative/fail testing.  4.I will understand the part played by evaporation and condensation in the water cycle. Research  5. I can identify the rate of evaporation and temperature. Observations over time. (Hand print on paper towel-check before lunch, after, afternoon.) | 4. I can measure the vibrations produced by instruments and find patterns between volume and vibrations.  Pattern seeking  5. I can explore ways to change the pitch of sound by creating an instrument with high and low sounds.  Pattern seeking  6. I can recognise that sounds get fainter as the distance from the source increases.  Pattern Seeking | 5.I can understand that a shadow has a similar shape as the object blocking the light.  Pattern seeking  6 I can find patterns in the ways of changing the size of a shadow Pattern seeking |
|---|--|---|--|---|
| Outcome Introduction to the main body parts associated with the digestive system; explore questions that help pupils to understand their special functions.   | Outcome Children will produce food chains for three different animals. They will be able to use scientific language to explain them. | Outcome  Explore a variety of everyday materials and develop simple descriptions of the states of matter; observe water as a solid, a liquid and a gas; note the changes to water when it is heated or cooled and link to the water cycle   | Outcome Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.   | Outcome To explore what happens when light reflects off a mirror or other reflective surfaces; shadows, how they are formed and what might cause the shadows to change.                     |
| Vocabulary Digestive system, tongue, mouth, teeth, oesophagus, stomach, gall bladder, small intestine, pancreas, large intestine, liver, tooth, canine, incisor, molar, premolar, producer, consumer. Incisors, canines, molars | Vocabulary Producers, predator, prey, food chain, habitat, carnivore, herbivore, omnivore.   | Vocabulary change collection condensation evaporation freeze gas solid liquid   | Vocabulary Amplitude, decibel, electricity, energy, frequency, medium, pitch, power, sound waves, source, transmit, travel, vibrations, volume   | Vocabulary Angle, bright, dark, dim, electricity, emits, light, mirror, opaque, product, reflects, shadows, source, sunglasses, surface, torch, translucent, transparent.                   |