

PLANTS	ANIMALS INCLUDING HUMANS	LIVING THINGS AND THEIR HABITATS	EVERYDAY MATERIALS/USES OF MATERIALS	SEASONAL CHANGES
1F1 Identify and name a variety of common wild and garden plants and evergreen trees. (A2 tree survey, Su1) (Sp2)	1F8 Identify a variety of common animals including fish, amphibians, reptiles, birds and mammals (Su1, Su2)	2C3 -Identify that most living things live in habitats to which they are suited, describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Su1)	1F6 Distinguish between an object and the material from which it is made (Sp1) (Sp1)	1F3 Observe changes across the four seasons (continuous)
1F2 Identify and describe the basic structure of a variety of common flowering plants including trees. (A2 tree survey, Su1) (Sp2)	1F9 Identify a variety of common animals that are carnivores, herbivores and omnivores (Su1)	2F4 Identify and name a variety of plants and animals in their habitats, including micro-habitats (Su1)	1F5 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Sp1)	1F4 Observe and describe weather associated with the seasons and how day length varies (continuous)
2F1 Observe and describe how seeds and bulbs grow into mature plants (Su1)	1C2 Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals including pets) (Su 1)	2C4 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 (Su1)	1F7 Describe the simple physical properties of a variety of everyday materials (Sp1) (Sp1)	
2F2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Su1)	1F10 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (A1, Su1)	2C2 Explore and compare the differences between things that are living, dead, and things that have never been alive. (Su1)	1C1 -Compare and group together a variety of everyday materials on the basis of their simple physical properties (Sp1) (Sp1)	
	2F6 Notice that animals, including humans, have offspring which grow into adults (Sp2)		2F3 Find out how shapes of solid objects of some materials can be changed by squashing, bending twisting and stretching (Sp1)	
	2F7 Find out about and describe the basic needs of animals , including humans, for survival (water, food ,air) (Sp2, Su1)		2C1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Sp1)	
	2C6 Describe the importance for humans of exercise and eating the right amounts of different types of food and hygiene. (A1)			

Key Stage 2 –Science National Curriculum Coverage
Y3
Y4
Y5
Y6

<u>Animals inc Humans</u>	<u>Plants</u>	<u>Living things and their Habitats</u>	<u>Rocks</u>	<u>Light</u>	<u>Forces and Magnets</u>	<u>States of Matter</u>	<u>Sound</u>	<u>Electricity</u>
3F13 identify that animals including humans need the right types and amount of nutrition (Sp1)	3F1 identify and describe the functions of different parts of flowering plants (Su1)	4C1 recognise that living things can be grouped in a variety of ways (Su1)	3F6 compare and group together different types of rocks based on their appearance and physical simple properties (Su2)	3F9 recognise that we need light to see in order to see things and that darkness is the absence of light (A1)	3C4 compare how things move on different surfaces (Au2)	4C5 compare and group materials together, according to whether they are solids, liquids or gases (Sp1)	4F5 identify how sounds are made, associating some of them with something vibrating (A1)	4F8 identify common electrical appliances (A1)
3F14 identify that animals including humans cannot make their own food and they get nutrition from what they eat (Sp1)	3C1 explore the requirements of plants for life and growth and how they vary from plant to plant (Su1)	4C2 explore and use classification keys to help, group, identify and name a variety of living things in their local and wider environment (Su1)	3F7 describe in simple terms how fossils are formed when things that have lived are trapped within rock (Su 2)	3F10 notice that light is reflected from surfaces (A1)	3F2 notice that some forces need contact between two objects, but magnetic forces can act at a distance (A1)	4F3 observe that some materials change state when they are heated, cooled and measure or research the temperature at which it happens (Sp1)	4F6 recognise that vibrations from sounds travel through something to the ear (A1)	4F9 construct a simple electrical circuit, identifying its parts including cells, wires, bulbs, switches and buzzers (A1)
3F15 identify that humans and some other animals have skeletons and muscles for support, protection and movement (Su1)	3C2 investigate the way in which water is transported within plants (Su1)	4C3 recognise that environments can change and this can sometimes pose dangers to living things (Su2)	3F8 recognise that soil is made from rocks and organic matter (Su2)	3F11 recognise that light from the sun can be dangerous and that there are ways to protect their eyes (A1)	3F3 observe how magnets attract or repel each other and attract some materials and not others (A1)	4C4 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Su 2)	4C6 find patterns between the volume of a sound and the strength of the vibrations that produced it (A1)	4F10 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 (A1)
4F1 describe the simple functions of the basic parts of the digestive system in humans (Sp1)	3C3 explore the parts that flowers play in the life cycle of flowering plants (Su1)	5F1 describe the differences in life cycles of mammals, amphibians, insects and birds (Su1)	<u>Earth and Space</u>	3F12 recognise that shadows are formed when the light from a light source is blocked by a opaque object (A1)	3C5 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet (A1)	<u>Properties and Changes of Materials</u>	4C7 find patterns between the pitch of a sound and features of what produced it (A1)	4F11 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (A1)
4F2 identify the different types of teeth in humans and their simple functions (Sp1)	<u>Evolution and Inheritance</u>	5 F2 describe the life process of reproduction in some plants (Su1) and animals	5F5 describe the movement of the Earth and other planets in our solar system relative to the Sun (A1)	3C7 find patterns in the way that the size of shadows change (A1)	3F4 Identify some magnetic materials (A1)	5C1 compare and group together everyday materials on the basis on their properties, including their hardness, solubility, transparency , conductivity and response to magnet (A1) (A1) (A1)	4F7 recognise that sounds get fainter at the distance from the sound source increases (A1)	4F12 recognise some simple conductors and insulators (A1)
4C4 construct and interpret a variety of food chains, identifying producers, predators and prey. (Su1)	6F4 recognise that living things have changed over time and that fossils provide information about things that lived on the Earth millions of years ago (Sp1)	6C1 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 (Sp1/2)	5F6 describe how the moon moves in relation to the earth (A1)	6F6 recognise that light appears to travel in straight lines (A2)	3F5 describe that magnets have 2 poles (Au2)	5C2 recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance form a solution (A1)		6C7 associate the outcome of a circuit with a number and voltage of the cells used (Sp1)
5F3 describe the changes as humans develop to old age (Su 1 RSE)	6F5 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Sp1)	6C2 give reasons for classifying plants and animals based on specific characteristics (Sp1/2)	5F7 describe the Sun, Earth and Moon as approximately spherical (A1)	6C4 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. (A2)	3C6 predict if 2 magnets will attract or repel by looking at the poles (Au2)	5C3 use knowledge of solids, liquids, and gases to decide how mixtures might be separated through filtering, sieving and evaporating (A1)		6C8 compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off positions of switches (Sp1)
6F1 identify the main parts of the human circulatory system and describe their functions (Su1)	6C3 identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution (Sp1)		5C6 talk about Earth's rotation to explain day and night and the apparent movement of the Sun across the sky (A1)	6C5 explain that we see things because of the way light travels (A2)	<u>Forces</u>	5C4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic (A1)		6F7 use recognised symbols when representing a simple circuit in a diagram (Sp1)
6F2 recognise the impact of diet, exercise, drugs and lifestyle on our bodies (Su1)				6C6 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (A2)	5C7 explain that unsupported objects fall towards the Earth because of the force of gravity (Sp1)	5F4 demonstrate that dissolving, mixing and changes of state are reversible changes (A1)		
6F3 describe the ways in which nutrients and water are transported within animals, including humans (Su1)					5F8 identify the effects of air resistance, water resistance and friction (Sp1) (Su1 parachutes air res)	5C5 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (A1)		
					5F9 recognise that some mechanisms, including levers , pulleys and gears, allow a smaller force to have a greater effect (A1)			

