

Science Skills	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Working Scientifically</p>	<p>That there are key words/vocabulary associated with science</p> <p>Know a range of words that relate to scientific enquiry such as observe, explore, results, investigate, explain (in line with consistent vocabulary that is used in Year 1)</p> <p>Use a range of Scientific equipment to help them develop their lines of enquiry.</p> <ul style="list-style-type: none"> • How to handle equipment carefully, safely and appropriately; • Be able to name a range of equipment that they use such as pooter, magnifying glass, incubator • 	<p>ask simple questions and recognise that they can be answered in different ways;</p> <p>observe closely, using simple equipment;</p> <p>perform simple tests;</p> <p>identifying and classifying;</p> <p>use their observations and ideas to suggest answers to questions;</p> <p>gather and record data to help in answering questions.</p>	<p>ask relevant questions and using different types of scientific enquiries to answer them;</p> <p>set up simple practical enquiries, comparative and fair tests;</p> <p>make 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>gather, record, classify and present data in a variety of ways to help in answering questions;</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</p> <p>identify differences, similarities or changes related to simple scientific ideas and processes;</p> <p>use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;</p> <p>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;</p> <p>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;</p> <p>using test results to make predictions to set up further comparative and fair tests;</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations;</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

	<ul style="list-style-type: none"> Know that some specialist equipment can help us to understand the natural world and enhance our experiences; <p>How science is used to help us.</p> <ul style="list-style-type: none"> That science has helped us to live healthier lives for example understanding our bodies – link to oral hygiene That science helps us to develop equipment that makes our lives easier (and more fun), cameras, cars, bouncy castles... 			
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Science Knowledge	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Area of Study:</p> <p>Animals Including humans</p>	That the world is made up of different animals and plants	The change as they grow and have life cycles;	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in	Describe the changes as humans develop to old age.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

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	That animals change as they grow		<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>Materials</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Explore the natural world around them.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical</p>	<p><u>Uses of everyday materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by</p>	<p><u>Magnets</u></p> <p>compare how things move on different surfaces 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</p>	<p><u>States of Matter</u></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the</p>	<p><u>Properties and Changes of Materials</u></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>know that some materials will</p>	

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	<p>Talk about the differences between materials and changes they notice.</p> <p>Know that temperature can change materials in both reversible and irreversible ways such as melting ice, chocolate or baking bread;</p> <p>Notice changes that happen in the natural world;</p>	<p>attracting an object and a boat floating on water</p> <p>Changes that occur when cooking, adding ingredients and temperature.</p>	<p>properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>squashing, bending, twisting and stretching.</p>	<p>the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>water cycle and associate the rate of evaporation with temperature.</p>	<p>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</p>	
<p>Living things and their habitats</p>	<p>That the natural environment and world around them supports them to live and grow;</p> <p>How to respect and care for the natural environment and all</p>	<p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in</p>		<p>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.</p>		<p>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>	<p>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>	<p>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. Give reasons for classifying plants and animals based on specific characteristics.</p>

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	<p>living things;</p> <p>How to care for their immediate environment and the wider world;</p> <p>That some things are living and others are non- living;</p>	<p>which they live</p> <p>That there are different natural environments around the world that have specific characteristics such as deserts, forests, islands</p>		<p>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>				
<p>Plants</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		<p>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>	<p>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.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life</p>			

					cycle of flowering plants, including pollination, seed formation and seed dispersal.		
Light	Explore how you can shine light through some materials, but not others. Investigate shadows.				Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.		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.
Electricity					Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the

					<p>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>on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit diagram.</p>
<p>Forces</p>	<p>Explore how things work.</p> <p>Explore and talk about different forces they can feel</p> <ul style="list-style-type: none"> - how the water pushes up when they try to push a plastic boat under it - how they can stretch elastic, snap a twig, but can't bend a metal rod - magnetic attraction and repulsion <p>Explore how different materials sink and float.</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>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	

					<p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>			
<p>Seasonal Changes</p>	<p>Understand that there are 4 seasons and recognise that they change and the differences between them</p> <p>How people and animals adapt to seasonal changes</p> <p>Know the vocabulary of the four seasons.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>That the seasons affect the temperature;</p> <p>Take note of and record the weather observe how animals behave differently as the seasons change.</p> <p>The length of day and night changes depending</p>	<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>					

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		on the season;						
Rocks and Soils					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.			
Sound						Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.		
Earth and Space							Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the	

							<p>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>	
<p>Evolution and Inheritance</p>								<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 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>