Science	Programme of study	Mighty Metals Y3	Predator! Y3	Rocks, Relics ... Y3	Urban Pioneers Y3	What are flo... Y3	What do owls... Y3	Why did Icaru... Y3	Blue Abyss Y4	Burps, Botto... Y4	Can you make... Y4	Did the Roma... Y4	How did Vikin... Y4	How do plugs... Y4	How do smell... Y4	How does pol... Y4	Misty Mounta... Y4	Playlist Y4	What conduc... Y4	What is spit f... Y4	Alchemy Island Y5	Can you clean... Y5	Do we slow d... Y5	How do lever... Y5
Aims and purpose	Year 1-6 Breadth *(optional)* 10 Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.								2	3														
Aims and purpose	Year 1-6 Breadth *(optional)* 6 Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.																							
Aims and purpose	Year 1-6 Breadth *(optional)* 3 Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.																							
Light	Year 3 1 Recognise that they need light in order to see things and that dark is the absence of light.				1																			
Plants	Year 3 1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.					1																		
Plants	Year 3 1 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.					1																		
Plants	Year 3 1 Investigate the way in which water is transported within plants.		1																					
Plants	Year 3 1 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.					1																		
Animals including humans	Year 3 6 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.		5				1																	
Animals	Year 3 1		1																					

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Working scientifically	LKS2 9 Identify differences, similarities or changes related to simple scientific ideas and processes.	1	3					1		1		2			1									
Light	Year 3 1 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.				1																			
Light	Year 3 1 Recognise that shadows are formed when the light from a light source is blocked by a solid object.				1																			
Light	Year 3 1 Find patterns in the way that the size of shadows change.				1																			
Forces and magnets	Year 3 1 Compare how things move on different surfaces.	1																						
Forces and magnets	Year 3 2 Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	2																						
Forces and magnets	Year 3 2 Observe how magnets attract or repel each other and attract some materials and not others.	2																						
Forces and magnets	Year 3 2 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.	2																						
Forces and magnets	Year 3 2 Describe magnets as having two poles.	2																						
Forces and magnets	Year 3 2 Predict whether two magnets will attract or repel each other, depending on which poles are facing.	2																						
Working scientifically	LKS2 15 Use straightforward scientific evidence to answer questions or to support their findings.	1						1	1	5	2	1	1		1	1				1				

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Working scientifically	LKS2 18 Gather, record, classify and present data in a variety of ways to help in answering questions.	1	5			2	2		1	2			1	2					2					
Working scientifically	LKS2 18 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	1	5			2	2		1	2			1	2					2					
Working scientifically	LKS2 2 Ask relevant questions and using different types of scientific enquiries to answer them.				1				1															
Electricity	Year 4 2 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.										1								1					
Sound	Year 4 2 Identify how sounds are made, associating some of them with something vibrating.																	2						
Electricity	Year 4 2 Recognise some common conductors and insulators, and associate metals with being good conductors.													1					1					
Electricity	Year 4 1 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.										1													
Electricity	Year 4 2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.										1								1					
Electricity	Year 4 1 Identify common appliances that run on electricity.													1										
Sound	Year 4 1 Recognise that sounds get fainter as the distance from the sound source increases.																	1						
Sound	Year 4 1 Find patterns between the volume of a sound and the strength of the vibrations that																	1						

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States of matter	Year 4 1 Compare and group materials together, according to whether they are solids, liquids or gases.														1									
Animals including humans	Year 4 1 Construct and interpret a variety of food chains, identifying producers, predators and prey.								1															
Animals including humans	Year 4 3 Identify the different types of teeth in humans and their simple functions.									3														
Animals including humans	Year 4 1 Describe the simple functions of the basic parts of the digestive system in humans.																			1				
Living things and their habitats	Year 4 4 Recognise that environments can change and that this can sometimes pose dangers to living things.								1							1	2							
Living things and their habitats	Year 4 2 Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.								2															
Living things and their habitats	Year 4 2 Recognise that living things can be grouped in a variety of ways.								2															
Animals including humans	Year 5 4 Describe the changes as humans develop to old age.																						1	
Working scientifically	UKS2 17 Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.																				1	1		
Working scientifically	UKS2 12 Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.																				2			1
Working	UKS2 12																						1	

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Living things and their habitats	Year 5 1 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.																							
Living things and their habitats	Year 5 3 Describe the life process of reproduction in some plants and animals.																							
Properties and changes of materials	Year 5 1 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.																				1			
Properties and changes of materials	Year 5 1 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.																				1			
Properties and changes of materials	Year 5 2 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.																				1	1		
Properties and changes of materials	Year 5 1 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.																							
Properties and changes of materials	Year 5 3 Demonstrate that dissolving, mixing and changes of state are reversible changes.																					1		
Properties and changes of materials	Year 5 3 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.																					1		
Earth and space	Year 5 1 Describe the movement of the Earth, and																							

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Forces	Year 5 1 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.																							
Forces	Year 5 1 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.																							1
Electricity	Year 6 3 Use recognised symbols when representing a simple circuit in a diagram.																							
Electricity	Year 6 1 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.																							
Electricity	Year 6 1 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.																							
Evolution and inheritance	Year 6 6 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.																							
Light	Year 6 1 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.																							
Light	Year 6 4 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.																							
Light	Year 6 4 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.																							
Light	Year 6 2 Recognise that light appears to travel in straight lines.																							

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Animals including humans	Year 6 5 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.																							
Living things and their habitats	Year 6 3 Give reasons for classifying plants and animals based on specific characteristics.																							
Living things and their habitats	Year 6 5 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.																							