Charlton Mackrell C of E Primary School

'The one who gets wisdom loves life.' Proverbs 19:8

Our science curriculum is based on the following principles:

- Developing children's sense of curiosity in their world.
- Encouraging children to observe and ask questions about what they learn and have the desire to find the answers for themselves, through application of learned concepts.
- Ensuring children have a deep-rooted knowledge of the world around them, including how they, as humans, fit into this world.
- Develop children's thinking to ensure that they question results collected or ideas and apply a reflective approach.
- Children are immersed in age-appropriate scientific vocabulary in all year groups to ensure that they have the subject-specific language skills required to communicate their understanding.
- The science curriculum provides real-life opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these areas.

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Animals including humans
Plants
Living things and their habitats
Material science
Forces
Electricity
Light and sound

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and	I can ask simple	I can ask simple	I can ask relevant	I can ask relevant	I can plan different	I can plan different
skills as a scientist	questions and	questions and	questions and use	questions and use	types of scientific	types of scientific
	recognise that they	recognise that they	different types of	different types of	enquiries to answer	enquiries to answer
	can be answered in	can be answered in	scientific enquiries	scientific enquiries	questions,	questions,
	different ways.	different ways.	to answer them.	to answer them.	including	including
					recognising and	recognising and
					controlling	controlling
					variables where	variables where
					necessary.	necessary.
	I can observe	I can observe, using	I make systematic	I make systematic	I take	I take
	closely, using	simple equipment.	and careful	and careful	measurements,	measurements,
	simple equipment.		observations and,	observations and,	using a range of	using a range of
			where appropriate,	where appropriate,	scientific	scientific
			take accurate	take accurate	equipment, with	equipment, with
			measurements	measurements	increasing accuracy	increasing accuracy
			using standard	using standard	and precision,	and precision,
			units, using a range	units, using a range	taking repeat	taking repeat
			of equipment,	of equipment,	readings where	readings where
			including	including	appropriate.	appropriate.
			thermometers and	thermometers and		
			data loggers.	data loggers.		
	I can perform	I can perform	I know how to set	I know how to set		
	simple tests.	simple tests.	up simple practical	up simple practical		
			enquiries and	enquiries and		
			comparative and	comparative and		
			fair tests.	fair tests.		
	I know how to	I know how to	I gather, record,	I gather, record,		
	identify and classify	identify and classify	classify and present	classify and present		

a range of different	a range of different	data in a variety of	data in a variety of		
components.	components.	ways to help in	ways to help in		
		answering	answering		
		questions.	questions.		
l can use my	l can use my	I record findings	I record findings	I record data and	I record data and
observations and	observations and	using simple	using simple	results of	results of
ideas to suggest	ideas to suggest	scientific language,	scientific language,	increasing	increasing
answers to	answers to	drawings, labelled	drawings, labelled	complexity using	complexity using
questions.	questions.	diagrams, keys, bar	diagrams, keys, bar	scientific diagrams	scientific diagrams
		charts and tables.	charts and tables.	and labels,	and labels,
				classification keys,	classification keys,
				tables, scatter	tables, scatter
				graphs, bar and line	graphs, bar and line
				graphs.	graphs.
I can gather and	I can gather and	I report on findings	I report on findings	I report and	I report and
record data to help	record data to help	from enquiries,	from enquiries,	present findings	present findings
in answering	in answering	including oral and	including oral and	from enquiries,	from enquiries,
questions.	questions.	written	written	including	including
		explanations,	explanations,	conclusions, casual	conclusions, casual
		displays or	displays or	relationships and	relationships and
		presentations of	presentations of	explanations of and	explanations of and
		results and	results and	degree of trust in	degree of trust in
		conclusions.	conclusions.	results, in oral and	results, in oral and
				written forms such	written forms such
				as displays and	as displays and
				other	other
				presentations.	presentations.
		I use results to	I use results to	I use test results to	I use test results to
		draw simple	draw simple	make predictions	make predictions
		conclusions, make	conclusions, make	to set up further	to set up further
		predictions for new	predictions for new	comparative and	comparative and
		values, suggest	values, suggest	fair tests.	fair tests.
		improvements and	improvements and		

			raise further	raise further		
			questions.	questions.		
			I identify	I identify	I identify scientific	I identify scientific
			differences,	differences,	evidence that has	evidence that has
			similarities or	similarities or	been used to	been used to
			changes related to	changes related to	support or refute	support or refute
			simple scientific	simple scientific	ideas or arguments.	ideas or arguments.
			ideas and	ideas and		
			processes.	processes.		
			l use	l use		
			straightforward	straightforward		
			scientific evidence	scientific evidence		
			to answer	to answer		
			questions or to	questions or to		
			support findings.	support findings.		
Key vocabulary	Question, answer,	Question, answer,	Research, relevant,	Research, relevant,	Plan, variables,	Plan, variables,
	observe, observing,	observe, observing,	questions, scientific	questions, scientific	measurements,	measurements,
	equipment,	equipment,	enquiry,	enquiry,	accuracy, precision,	accuracy, precision,
	identify, classify,	identify, classify,	comparative and	comparative and	repeat readings,	repeat readings,
	sort, diagram,	sort, diagram,	fair test,	fair test,	record data,	record data,
	chart, map, data,	chart, map, data,	systematic, careful,	systematic, careful,	scientific diagrams,	scientific diagrams,
	compare, contrast,	compare, contrast,	observations,	observations,	labels,	labels,
	describe, biology,	describe, biology,	accurate	accurate	classification, keys,	classification, keys,
	chemistry, physics,	chemistry, physics,	measurements,	measurements,	tables, scatter	tables, scatter
	group, record.	group, record.	equipment,	equipment,	graphs, bar graph,	graphs, bar graph,
			thermometer, data	thermometer, data	line graph,	line graph,
			logger, data gather,	logger, data gather,	predictions, further	predictions, further
			record, classify,	record, classify,	comparative data	comparative data
			present, record	present, record	and fair test, report	and fair test, report
			drawings, labelled	drawings, labelled	and present	and present
			diagrams, keys, bar	diagrams, keys, bar	conclusions, casual	conclusions, casual
			charts, tables, oral	charts, tables, oral	relationships,	relationships,
			and written	and written	explanations,	explanations,

	explanations,	explanations,	degree of trust,	degree of trust,
	conclusion,	conclusion,	oral and written	oral and written
	predictions,	predictions,	display and	display and
	differences,	differences,	presentation,	presentation,
	similarities,	similarities,	evidence support,	evidence support,
	changes, evidence,	changes, evidence,	refute ideas or	refute ideas or
	improve, secondary	improve, secondary	arguments,	arguments,
	sources, guides,	sources, guides,	identify, classify	identify, classify
	keys, construct,	keys, construct,	and describe,	and describe,
	interpret.	interpret.	patterns,	patterns,
			systematic,	systematic,
			quantitative	quantitative
			measurements.	measurements.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Animals including	Everyday materials	Rocks	Light	Living things and	Electricity
Knowledge and	humans				their habitats	
Skills		Children are taught	Children are taught	Children are taught		Children are taught
	Children are taught	to:	to:	to:	Children are taught	to:
	to:				to:	
		Identify and	Compare and	Recognise that		
	Describe and	compare the	group together	they need light in	Describe how living	Associate the
	compare the	suitability of a	different kinds of	order to see things	things are classified	brightness of a
	structure of a	variety of everyday	rocks on the basis	and that dark is the	into broad groups	lamp or the volume
	variety of common	materials, including	of their appearance	absence of light.	according to	of a buzzer with
	animals (fish,	wood, metal,	and simple physical		common	the number and
	amphibians,	plastic, glass, brick,	properties.	Notice that light is	observable	voltage of cells
	reptiles, birds and	rock, paper and		reflected from	characteristics and	used in the circuit.
	mammals,	cardboard for	Describe in simple	surfaces.	based on	
	including pets)	particular uses.	terms how fossils		similarities and	

Identify and name	are formed when	Recognise that light	differences,	Compare and give
a variety of	things that have	from the sun can	including	reasons for
common animals	lived are trapped	be dangerous and	microorganisms,	variations in how
that are carnivores,	within rock.	that there are ways	plants and animals.	components
herbivores and		to protect their		function, including
omnivores	Recognise that soils	eyes.	Give reasons for	the brightness of
	are made from		classifying plants	bulbs, the loudness
	rocks and organic	Recognise that	and animals based	of buzzers and the
	matter.	shadows are	on specific	on/off position of
		formed when the	characteristics.	switches.
	Stone girl, bone girl	light from a light		
	by Laurence Anholt	source is blocked	Recognise that	Use recognised
		by an opaque	living things can be	symbols when
	<mark>Trip to Lyme Regis</mark>	object.	grouped in a	representing a
	<mark>or Hansom Quarry.</mark>		variety of ways.	simple circuit in a
		Find patterns in the		diagram.
		way the size of	Explore and use	
		shadows change.	classification keys	
			to help group,	
		Shadow puppet	identify and name	
		theatre	a variety of living	
			things in their local	
		Drama visiting	and wider	
		production	environment.	
		<mark>company</mark>		
			Recognise that	
			environments can	
			change and that	
			this can sometimes	
			pose dangers to	
			living things.	

Vocabulary	Survival, water, air,	Wood, plastic,	Fossils, hard, soft,	Light, shadows,	Classification,	Hardness,
	food, adult, baby,	glass, paper, water,	soil, crystal, clay,	mirror, reflective,	vertebrates,	solubility,
	offspring, kitten,	metal, rock, hard,	sandstone, granite,	dark, reflection.	invertebrates,	transparency,
	calf, puppy,	soft, bendy, rough,	basalt, limestone,		micro-organisms,	conductivity,
	exercise, hygiene.	smooth.	marble, flint, chalk.		amphibians,	magnetic, filter,
					reptiles, mammals,	evaporation,
					insects.	dissolving, mixing.

	Key St	tage 1	Lower Ke	Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Seasonal changes	Animals including	Animals including	States of matter	Electricity	Light	
Knowledge and		humans	humans				
Skills	Children will be			Children will be	Children will be	Children will be	
	taught to:	Children will be	Children will be	taught to:	taught to:	taught to:	
		taught to:	taught to:				
	Observe changes			Compare and	Identify common	Recognise that light	
	across the four		Identify that	group materials	appliances that run	appears to travel in	
	seasons.	Identify and name	animals, including	together, according	on electricity.	straight lines.	
		a variety of	humans, need the	to whether they			
	Observe and	common animals	right types and	are solids, liquids	Construct a simple	Use the idea that	
	describe weather	including fish,	amounts of	or gases.	series electrical	light travels in	
	associated with the	amphibians,	nutrition, and that		circuit, identifying	straight lines to	
	seasons and how	reptiles, birds and	they cannot make	Find out how the	and naming its	explain that objects	
	day length varies.	mammals.	their own food;	shapes of solid	basic parts,	are seen because	
			they get nutrition	objects made from	including cells,	they give out or	
	Never look directly	Identify and name	from what they	some materials can	wires, bulbs,	reflect light into	
	at the sun, even	a variety of	eat.	be changed by	switches and	the eye.	
	when wearing dark	common animals		squashing,	buzzers.		
	glasses as it is not	that are carnivores,	Identify that	bending, twisting		Explain that we see	
	safe.	herbivores and	humans and some	and stretching.	Identify whether or	things because	
		omnivores.	other animals have		not a lamp will light	light travels from	
			skeletons and	Observe that some	in a simple series	light sources to our	
			muscles for	materials change	circuit, based on	eyes or from light	

			support and movement. 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).	state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. Visit to the Magdalen Project, near Chard	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.
Vocabulary	Spring, summer, autumn, winter, day, night, sun rise, sun set.	Fish, reptiles, mammals, birds, amphibians (examples of each), herbivore, omnivore,	Movement, muscles, bones, skull, nutrition, skeletons.	Water cycle, solid, liquid, gas, evaporation, degrees Celsius, temperature, change state.	Cells, wires, bulbs, switches, buzzers, battery, circuit, series, conductors, insulators, amps, volts.	Refraction, reflection, light, spectrum, rainbow, colour, shadow, light source, periscope.

carnivore, leg, arm,		
elbow, head, ear,		
nose, back, wings,		
beak.		

	Key St	tage 1	Lower Ke	Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Plants	Everyday materials	Forces and	Plants	Properties and	Space and Earth	
Knowledge and			Magnets		changes of		
Skills	Children will be	Children will be		Children will be	materials	Children will be	
	taught to:	taught to:	Children will be	taught to:		taught to:	
			taught to:		Children will be		
	Identify and name	Distinguish		Identify and	taught to:	Describe the	
	a variety of	between an object	Compare how	describe the		movement of the	
	common wild and	and the material	things move on	functions of	Compare and	Earth, and other	
	garden plants,	from which it is	different surfaces.	different parts of	group together	planets, relative to	
	including	made.		flowering plants;	everyday materials	the Sun in the solar	
	deciduous and		Notice that some	roots, stem/trunk,	on the basis of	system.	
	evergreen trees.	Identify and name	forces need	leaves and flowers.	their properties,		
		a variety of	contact between		including their	Describe the	
	Identify and	everyday materials,	two objects, but	Explore the	hardness,	movement of the	
	describe the basic	including wood,	magnetic forces	requirements of	solubility,	Moon relative to	
	structure of a	plastic, glass,	can act at a	plants for life and	transparency,	the Earth.	
	variety of common	metal, water, and	distance.	growth (air, light,	conductivity		
	flowering plants,	rock.		water, nutrients	(electrical and	Describe the Sun,	
	including trees.		Observe how	from soil, and room	thermal) and	Earth and Moon as	
		Describe the simple	magnets attract or	to grow) and how	response to	approximately	
		physical properties	repel each other	they vary from	magnets.	spherical bodies.	
		of a variety of	and attract some	plant to plant.			
		everyday materials.	materials and not		Know that some	Use the idea of the	
			others.	Investigate the way	materials will	Earth's rotation to	
				in which water is	dissolve in liquid to	explain day and	

	Compare and	Compare and	transported within	form a solution	night and the
	group together a	group together a	plants	and describe how	apparent
	variety of everyday	variety of everyday	planes.	to recover a	movement of the
	materials on the	materials on the	Explore the part	substance from a	sup across the sky
	hasis of their	hasis of whether	that flowers play in	solution	sun deross the sky.
	simple physical	thow are attracted	that nowers play in	Solution.	
	simple physical	they are attracted	flowering plants	Lice knowledge of	
	properties.	to a magnet, and	nowering plants,	Use knowledge of	
		identity some	including	solids, liquids and	
		magnetic materials.	pollination, seed	gases to decide	
			formation and seed	how mixtures	
		Describe magnets	dispersal.	might be	
		as having two		separated,	
		poles.		including through	
				filtering, sieving	
		Predict whether		and evaporating.	
		two magnets will			
		attract or repel		Give reasons,	
		each other,		based on evidence	
		depending on		from comparative	
		which poles are		and fair tests, for	
		facing.		the particular uses	
				of everyday	
		Visit to 'We the		materials, including	
		Curious' in Bristol.		metals, wood and	
				plastic.	
				Demonstrate that	
				dissolving, mixing	
				and changes of	
				state are reversible	
				changes.	
				Demonstrate that dissolving, mixing and changes of state are reversible changes.	

					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 bircarbonate of soda.	
Vocabulary	Deciduous, evergreen trees, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.	Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth.	Magnetic, force, contact, attract, repel, friction, poles, push, pull.	Seeds, bulbs, water, light, temperature, growth.	Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing.	Earth, sun, moon, axis, rotation, day, night, phases of the moon, star, constellation.

	Key Stage 1		Lower K	Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Animals including	Plants	Plants	Plants	States of matter	Forces	
Knowledge and	humans						
Skills		Children will be	Children will be	Children will be	Children will be		
	Children will be	taught to:	taught to:	taught to:	taught to:	Children will be	
	taught to:					taught to:	
		Identify and name	Observe and	Find out and	Compare and		
	Identify , name,	a variety of	describe how seeds	describe how	group materials	Explain that	
	draw and label the	common wild and	and bulbs grow	plants need water,	together, according	unsupported	
	basic parts of the	garden plants,	into mature plants.	light and a suitable	to whether they	objects fall toward	
	human body and	including		temperature to		the Earth because	

	say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals, (fish, amphibians, reptiles, birds and mammals, including pets)	deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	(Seeds and bulbs need water to grow but most do not need light: seeds and bulbs have a store of food inside them.) Identify and describe the functions of different parts of flowering plants; roots, stem/trunk. Leaves and flowers. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	grow and stay healthy. Investigate the way in which water is transported within plants. Visit to Lytes Cary. Workshop with the gardener about plants and then an inside workshop looking at people from the past.	are solids, liquids or gases. 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperatures.	of the force of gravity acting between the Earth and the falling object. Identify the effects of air 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.
Vocabulary	Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, lungs, heart, head, ears, eyes.	Deciduous, evergreen trees, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.	Roots, stem, trunk, leaves, flowers, water, light, temperature, seeds, bulbs.	Roots, stem, trunk, leaves, flowers, water, light, temperature, seeds, bulbs. Capillary action, germination, nutrients, soil, life cycle of a plant, pollination, seed	Evaporation, condensation, water cycle, temperature, solids, liquids, gases, change state – heated or cooled, degrees Celsius, filter, sieve, solubility,	Gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, Galileo Galilei and Isaac Newton.

		formation and seed	transparency,	
		dispersal.	conductivity,	
			solution, reversible	
			and irreversible	
			change.	

	Key Stage 1		Lower Ke	Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Everyday materials	Animals including	Living things and	Forces and	Animals including	Properties and	
Knowledge and		humans	their habitats	magnets	humans	change of materials	
Skills	Children will be						
	taught to:	Children will be	Children will be	Children will be	Children will be	Compare and	
	distinguish	taught to:	taught to:	taught to:	taught to:	group together	
	between an object					everyday materials	
	and the material	Identify, name,	Explore and	Compare how	Describe the	on the basis of	
	from which it is	draw and label the	compare the	things move on	changes as humans	their properties,	
	made.	basic parts of the	differences	different surfaces.	develop to old age.	including their	
		human body and	between things			hardness,	
	Identify and name	say which part of	that are living,	Notice that some	Identify and name	solubility,	
	a variety of	the body is	dead, and things	forces need	the main parts of	transparency,	
	everyday materials,	associated with	that have never	contact between	the human	conductivity	
	including wood,	each sense.	been alive.	two objects, but	circulatory system,	(electrical and	
	plastic. Glass,			magnetic forces	and describe the	thermal), and	
	metal, water and	Describe and	Describe how	can act at a	functions of the	response to	
	rock.	compare the	animals obtain	distance.	heart, blood	magnets.	
		structure of a	food from plants		vessels and blood.		
	Describe the simple	variety of common	and other animals	Observe how		Know that some	
	physical properties	animals, (fish,	using the idea of a	magnets attract or	Recognise the	materials will	
	of a variety of	amphibians,	simple food chain,	repel each other	impact of diet,	dissolve in liquid to	
	everyday materials.	reptiles, birds and	and identify and	and attract some	exercise, drugs and	form a solution,	
		mammals,	name different	materials and not	lifestyle on the way	and describe how	
	Compare and	including pets)	sources of food.	others.	their bodies	to recover a	
	group together a				function.		

variety of everyday	Identify that most	Compare and		substance from a
materials on the	living things live in	group together a	Describe the way in	solution.
hasis of their	habitats to which	variety of everyday	which nutrients	Solution
simple physical	they are suited and	materials on the	and water are	Use knowledge of
properties	describe how	hasis of whether	transported within	solids liquids and
properties.	different habitats	they are attracted	animals including	asses to decide
	provide for the	to a magnet and	humans	bow mixturos
	basic poods of	idontify como		might ho
	different kinds of	magnatic materials	Deceribe the cimple	inight be
		magnetic materials.	functions of the	separated,
	animais and plants	Describer and the	functions of the	including through
	and now they	Describe magnets	basic parts of the	filtering, sieving
	depend on each	as naving two	digestive system in	and evaporating.
	other.	poles.	humans.	-
				Give reasons,
	Identify and name	Predict whether	Identify the	based on evidence
	a variety of plants	two magnets will	different types of	from comparative
	and animals in their	attract or repel	teeth in humans	and fair tests, for
	habitats including	each other,	and their simple	the particular uses
	microhabitats.	depending on	functions.	of everyday
		which poles are		materials, including
	Visit to the Roman	facing.	Construct and	metal, wood and
	Baths.		interpret a variety	plastic.
			of food chains,	
			identifying	Demonstrate that
			producers,	dissolving, mixing
			predators and prey	and changes of
				state are reversible
				changes.
				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.
Vocabulary	Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth.	Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene, lungs, heart, head, ears, eyes.	Classification, habitats, microhabitats, vertebrates, invertebrates, amphibians, reptiles, birds, mammals, insects.	Magnetic forces, attract, repel, poles.	Digestive system, food chains, producers, predators, prey, mouth, tongue, teeth, oesophagus, stomach, small and large intestine, teeth, carnivores, herbivores, heart, blood vessels, gestation period, development of humans.	Hardness, solubility, transparency, conductivity, solution, solids, liquids, gases, filter, sieve, evaporate, dissolve, reversible, irreversible, melting, Spencer Silver, Ruth Benerito.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum	Everyday materials	Seasonal Changes	Uses of everyday	Animals including	Evolution and	Sound
Knowledge and			materials	humans	inheritance	
Skills	Children will be	Children will be				Children will be
	taught to	taught to:	Children will be	Children will be	Children will be	taught to:
	distinguish		taught to:	taught to:	taught to:	
	between an object					Identify how
	and the material					sounds are made,

from which it is	Observe changes	Identify and	Identify that	Recognise that	associating some of
made.	across the four	compare the	animals, including	living things have	them with
	seasons.	suitability of a	humans, need the	changed over time	something
Identify and name		variety of everyday	right types and	and that fossils	vibrating.
a variety of	Observe and	materials, including	amounts of	provide	
everyday materials,	describe weather	wood, metal,	nutrition and that	information about	Recognise that
including wood,	associated with the	plastic, glass, brick,	they cannot make	living things that	vibrations from
plastic. Glass,	seasons and how	rock, paper, and	their own food;	inhabited the Earth	sound travel
metal, water and	day length varies.	cardboard for	they get nutrition	millions of years	through a medium
rock.		particular uses.	from what they	ago.	to the ear.
	Never look directly		eat.		
Describe the simple	at the sun, even	Find out how the		Recognise that	Find patterns
physical properties	when wearing dark	shapes of solid	Identify the	living things	between the pitch
of a variety of	glasses as it is not	objects made from	humans and some	produce offspring	of a sound and
everyday materials.	safe.	some materials can	other animals have	of the same kind,	features of the
		be changed by	skeletons and	but normally	object that
Compare and		squashing,	muscles for	offspring vary and	produced it.
group together a		bending, twisting	support, protection	are not identical to	
variety of everyday		and stretching.	and movement.	their parents.	Find patterns
materials on the					between the
basis of their				Identify how	volume of a sound
simple physical		<mark>Visit from a local</mark>		animals and plants	and the strength of
properties.		<mark>artist from</mark>	Visit to Weymouth.	are adapted to suit	the vibrations that
		Kingsdon.		their environment	produce it.
				in different ways	
				and that	Recognise that
				adaptation may	sounds get fainter
				lead to evolution.	as the distance
					from the sound
					source increases.

Vocabulary	Wood, plastic,	Spring, summer,	Hardness,	Nutrition, skeleton,	Fossils, inhabited,	Vibration, pitch,
	glass, paper, water,	autumn, winter,	solubility,	muscles,	adaptation,	patterns, rhythm,
	metal, rock, hard,	day, night, sun rise,	transparency,	protection,	evolution,	melody, volume,
	soft, bendy, rough,	sun set.	conductivity,	movement,	offspring, variation,	insulation.
	smooth.		magnets, dissolve,		palaeontologist,	
			solution, solid,		Mary Anning,	
			liquid, gas,		Charles Darwin,	
			squashing,		Alfred Wallace,	
			bending, twisting,		genes,	
			stretching.		chromosomes.	

Impact of our Science Curriculum

- Children will understand that scientific learning is all around them in the real world and that aspects learnt in school can be applied to this.
- Children will know how to observe things changing and form conclusions from these observations.
- Children will develop their curiosity in order to ask and give answers to a range of questions.
- Children will learn to record their findings in a variety of ways.
- Children will know how to draw conclusions from these findings.
- Children will be confident in the selection of and use of a variety of different resources.
- Children will be able to use their prior knowledge to make predictions about what might happen in different situations.
- Children will know how scientific findings have been used to form evidence or refute evidence presented.