Bridekirk Dovenby CE Primary School

Science Curriculum Objective Outlines

Year	POS	Detail	Covered
Year 1	Working Scientifically	To ask simple questions and recognise they can be answered in different way	
		To identify and classify…	
		To perform simple tests	
		To use observations to answer questions	
		To ask simple questions and recognise they can be answered in different way	
	Plants	To identify and name garden plants	
		To identify and describe the structure of flowering plants	
	Animals, incl humans	To identify common animals	
		To identify carnivores, herbivores and omnivores	
		To describe and compare common animals	
		To name parts of the human body	
	Everyday materials	To distinguish between and object and what it is made from	
		To identify and name a variety of everyday materials	
		To describe the physical properties of a variety of everyday materials	
		To compare and group everyday materials	
	Seasonal Changes	To observe changes across the 4 seasons	
		To observe and describe weather and day length	
Year 2	Working Scientifically	To ask simple questions and recognise they can be answered in different way	
		To identify and classify…	
		To perform simple tests	
		To use observations to answer questions	
		To ask simple questions and recognise they can be answered in different way	
	Living things & habitats	To find the difference between living, dead and never been alive	
		To find how habitats provide for different plants and animals	
		To identify and name a variety of plants and animals	
		To describe food chains and food sources	
	Plants	To describe how seeds grow into plants	
		To find what plants need to stay healthy	

	Animals, incl humans	To explore the life cycle of animals	
		To describe what animals need to survive	
		To describe the importance of exercise, food balance and hygiene	
	Uses of everyday materials	To explore materials and their uses	
		To discover how shapes of solids can be changed	
Year 3	Working Scientifically	To ask relevant questions & use scientific enquires to answer them	
		To set up simple practical enquires, comparisons and fair tests	
		To make observations and take accurate measurements	
		To gather, record and presenting data.	
		To record findings	
		To report findings	
		To use results to conclude, predict, improve and raise further questions	
		To identify differences, similarities or changes	
		To use scientific evidence to answer questions	
	Plants	To identify and describe parts of flowering plants	
		To explore what different plants need to grow	
		To investigate how water is transported in plants	
		To explore parts of the plant and the role they play in its life cycle	
	Animals, incl humans Rocks	To find what animals need to eat to be healthy	
		To understand why vertebrates have skeletons	
		To compare a variety of rocks	
		To describe how fossils are formed	
		To recognise that soils are made from rocks and organic matter	
	Light	To recognise light is needed to see things and dark is the absence of light	
		To notice that light is reflected from surfaces	
		To recognise that light from the sun can be dangerous	
		To recognise that shadows are formed when a light source is blocked	
		To explore why shadows change	
	Forces and Magnets	To compare how things move on different surfaces	
		To notice that some forces need contact, but magnetic forces can act at a distance	
		To observe how magnets affect different materials and other magnets	
		To compare and group everyday materials by magnetism	
		To describe magnets as having 2 poles	

		To predict magnet attraction	
Year 4	Working Scientifically	To ask relevant questions & use scientific enquires to answer them	
		To set up simple practical enquires, comparisons and fair tests	
		To make observations and take accurate measurements	
		To gather, record and presenting data.	
		To record findings	
		To report findings	
		To use results to conclude, predict, improve and raise further questions	
		To identify differences, similarities or changes	
		To use scientific evidence to answer questions	
	Living things & habitats	To group living things in a variety of ways	
		To explore and use classification keys	
		To recognise that environments can change and this can pose danger to living things	
	Animals, incl humans	To describe the human digestive system	
		To identify the different types of teeth	
		To construct and interpret food chains	
	States of Matter	To compare and group by solid, liquid or gas	
		To see what happens when materials are heated or cooled	
		To explore evapourationg and the water cycle	
	Sound	To Identify how sounds are made (vibrating)	
		To recognise that vibrations travel medium to the ear	
		To find patterns between a sound the object that produced it	
		To find patterns between the volume of a sound and the strength of the vibrations that produced it	
		To recognise that sounds get fainter as they get further away	
	Electricity	To identify common electrical appliances	
		To construct a simple series circuit	
		To identify a complete circuit	
		To understand switches	
		To recognise some conductors and insulators	
Year 5	Working Scientifically	To plan different types of enquiries and control variables	
		To accurately take measurements	

		To record data & results	
		To use test results to make predictions other fair tests	
		To report and represent findings	
		To use evidence to support or refute ideas	
	Living things & habitats	To compare life cycles of mammals, an amphibian, an insect and a bird	
		To describe the life processes of reproduction	
	Animals	To describe the changes as humans develop to old age	
	Materials: Properties & changes	To Compare and group materials by properties	
		To know that some materials dissolve to for a solution and how to get it back	
		To decide how mixtures might be separated (filter, sieving & evaporating)	
		To give reasons for the particular uses of everyday materials	
		To demonstrate reversible changes	
		To explain that some changes are irreversible (i.e. acid and bicarbonate of soda)	
	Earth and Space	To describe the movement of Earth and other planets relative to the sun in the solar system	
		To describe the movement of the moon relative to Earth	
		To describe the sun, Earth and moon as approx. spherical bodies	
		To use the idea of the Earth's rotation to explain day and night	
	Forces	To explain how the force of affects us gravity	
		To identify the effects of air resistance, water resistance and friction	
		To recognise that some mechanisms allow a smaller force to have a greater effect	
Year 6	Working Scientifically	To plan different types of enquiries and control variables	
		To accurately take measurements	
		To record data & results	
		To use test results to make predictions other fair tests	
		To report and represent findings	
		To use evidence to support or refute ideas	
	Living things & habitats	To describe how living things are classified into groups	
		To give reasons for classifying plants and animals based on specific characteristics	
	Animals, incl humans	To identify and name the main parts of the human circulatory system and functions of heart, blood vessels and blood	
		To recognise the impact of diet, exercise, drugs and lifestyle	
		To describe the ways in which nutrients and water are transported within animals	
	Evolution and	To recognise that living things have changed over time and that fossils provide information	

	inheritance	To recognise that living things produce offspring of the same kind	
		To identify how animals and plants are adapted to their environment and how this can lead to evolution	
	Light	To recognise that light appears to travel in straight lines	
		To understand that things are seen as they reflect light into the eye	
		To explain that we see things because light travels from light sources, to objects, to the eye	
		To explain why shadows have the same shape as the objects that cast them	
	Electricity	To associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit	
		To compare and give reasons for the variation in how components function	
		To use recognised symbols in a circuit diagram	