



## Science Curriculum

### Curriculum Concepts:

1. Working scientifically
2. Living and non-living
3. Use of technical vocabulary
4. Changes in ideas over time
5. Key scientists
6. What's the big idea?

### Intended Outcomes - by the end of key stage 2:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- 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
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	<ul style="list-style-type: none"> <li>• make observations of animals and plants</li> <li>• explain why some things occur</li> <li>• talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul> <p><u>Vocabulary</u>  <i>question / answer / observe / equipment / identify / classify / sort / group / record / diagram chart / map / data / compare / contrast / describe / biology / chemistry / physics</i></p>		<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul> <p><u>Vocabulary:</u>  <i>Plan / variables / measurements / accuracy / Precision / repeat / record data / scientific diagrams / labels / classification keys / tables / scatter graphs / bar graph / line graph / predictions / further comparative and fair tests / report and present / conclusions / casual relationships / explanations /</i></p>	



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				<p><i>Vocabulary:</i>  <i>research- relevant questions / scientific enquiry / comparative and fair test / systematic / careful observation / accurate measurements / equipment / thermometer / data logger / data- gather / record/ classify / present / record / drawings / labelled diagram / keys / bar charts / tables / oral and written explanations / conclusion / predictions / differences / similarities / change / evidence / improve / secondary sources / guides / construct</i></p>	<p><i>degree of trust / oral and written display / presentation / evidence / support / refute / ideas / arguments / identify, classify and describe / patterns systematic / quantitative measurements</i></p>
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Plants (Biology)	<p>Observe changes over time - growing plants from seeds &amp; bulbs.</p> <p>Make observations of plants and explain why some things occur, and talk about changes</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Vocabulary:</u>  <i>common wild plants / garden plants /tree /</i></p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Vocabulary:</u>  <i>Water / light / shade Sun / warm / cool / grow / suitable temperature</i></p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose</p>	<p>Describe the life process of reproduction in some plants and animals. (Y5 Living things and their habitats)</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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
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		<p><i>deciduous / evergreen</i>  <i>trunk / bark /</i>  <i>branches / leaf / root</i>  <i>plant / leaf / bud</i>  <i>flowers / blossom /</i>  <i>petal / root / stem</i>  <i>stalk / fruit / berry</i>  <i>vegetable / bulb /</i>  <i>seed</i></p>	<p><i>grow healthy /</i>  <i>germination /</i>  <i>reproduction</i></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.          (Y2 Living things and their habitats)</p>	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Vocabulary:</u>  <i>structure - flowering plants / roots / stem trunk / leaves / flowers</i>  <i>function - nutrition / support / reproduction / makes own food / requirements for life and growth - air / light / water / nutrients from the soil / room to grow / fertiliser</i></p>	<p><i>dangers to living things</i>  <i>(Y4 Living things and their habitats)</i></p>		<p><i>(Y6 Living things and their habitats)</i></p>
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				<i>life cycle - flowers / pollination / seed formation / seed dispersal / photosynthesis / , pollen / insect / - wind dispersal, animal dispersal, water dispersal</i>			
Animals including humans (Biology)	<p>Make observations of animals and explain why some things occur, and talk about changes</p> <p>Know about similarities and differences between themselves and others.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <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,</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic 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>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Describe the changes as humans develop to old age.</p> <p><i>Vocabulary:</i>  <i>human development / baby / child / toddler / teenager / adult / gestation / grow / growth / foetus / embryo / womb / gestation / elderly / development / puberty</i></p> <p>Describe the differences in the life cycles of a mammal, an</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</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</p>



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		<p>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><u>Vocabulary</u> carnivore / herbivore omnivore / human / head / body / neck / arm / hand / finger / elbow / leg / knee / face / ears / eyes / nose / hair / mouth tongue / teeth / tail fin / scales / fur feathers / beak / paw / hooves senses - touch, taste, smell, hear, see</p>	<p><u>Vocabulary:</u> offspring / grow(th) adults / young / old nutrition /reproduce reproduction / survival / water / food / air / exercise heartbeat / breathing / hygiene germs / disease / stages egg-chick-chicken egg-caterpillar-pupa-butterfly spawn-tadpole-frog lamb-sheep baby-toddler-child-teenager adult examples of food (pasta, bread meat, fish, fruit, vegetables)</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p>	<p><u>Vocabulary:</u> nutrition / nutrients / vitamins / minerals fat / protein / carbohydrates / sugars / fibre / water skeletons - support / protection / skulls - brain / ribs - heart, lungs / joint / muscles- movement / pull / contract /relax</p>	<p><u>Vocabulary:</u> human digestive system / mouth / tongue-mixes / , moistens / saliva teeth: incisors- cutting, slicing / canines- ripping, tearing / molars / premolars - chewing, grinding oesophagus / transports / stomach acid / enzymes / small intestine / large intestine / rectum / anus / carnivore / herbivore / omnivore / brush / floss / food chain / Sun / producers / prey / predators hibernate</p>	<p>amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals. (Y5 Living things and their habitats)</p>	<p>humans.</p> <p><u>Vocabulary:</u> circulatory system / heart / blood / blood vessels / pumps oxygen / carbon dioxide / lungs / nutrients / water / diet / exercise / drugs / lifestyle / pulse rate / transported / water muscles /</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.</p> <p>Give reasons for classifying plants and</p>
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			identify and name different sources of food (Y2 Living things and their habitats)				animals based on specific characteristics. (Y6 Living things and their habitats)
Materials (Chemistry)	Children know about similarities and differences in relation to objects and materials.	<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 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>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 squashing, bending, twisting and stretching</p> <p><u>Vocabulary:</u> names of materials - increase the range from Y1 properties of</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 Rocks)</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</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 water cycle and associate the rate of evaporation with temperature.</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 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</p>	



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		<p><u>Vocabulary</u> Object / material Wood / plastic / glass / metal / water rock / brick / clay properties / hard / soft / stretchy / stiff / shiny / dull rough / smooth bendy / waterproof absorbent / paper fabrics / elastic / foil / card / cardboard / floppy</p>	<p><i>materials - as Y1 plus:</i> <i>opaque / transparent translucent / reflective / non reflective / flexible / rigid / shape / push / pushing / pull / pulling / twist / twisting / squash / squashing / bend / bending / stretch / stretching</i></p>	<p><i>materials.</i> <i>(Y3 Forces and magnets)</i></p>	<p><u>Vocabulary:</u> <i>Solid / liquid / gas / Air / oxygen / Powder / grain / granular / crystals ice / water/ steam / water vapour / heated/ heating / cooled/ cooling / temperature / degrees Celsius solidify / molten / boil / state change / melting / freezing / melting point / boiling point / evaporation / temperature / water cycle</i></p>	<p>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 materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated</p>	
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						<p>with burning and the action of acid on bicarbonate of soda</p> <p><u>Vocabulary:</u>  <i>solid / liquid / gas / air / oxygen / powder grain/ granular / crystals / ice / water/ steam / water vapour / heated/ heating / cooled/ cooling / temperature / degrees Celsius / melt / freeze / solidify / melting point / molten / boil change of state / soluble / insoluble / transparency / conductive / magnets /dissolve / solution separate(ing) / filtering / sieving / evaporating / reversible changes / non reversible / evaporation /</i></p>	
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						<i>irreversible / insulation / thermal/electrical / insulator/conductor / burning / chemical / opaque / translucent rusting / residue /condensing</i>	
Seasonal changes (Biology)	They talk about the features of their own immediate environment and how environments might vary from one another.	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Vocabulary</u>  <i>Season / spring / summer / autumn / winter / weather hot / warm / cool / cold / sun (ny) / cloud (y) / wind (y)/ rain (y)/ snow (ing) / hail (ing)/sleet / frost / fog / mist / ice / icy / rainbow</i></p>		<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 Light)</p>		<p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (Y5 Earth and Space)</p>	

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		<i>thunder / lightning storm / light / dark day / night / day length</i>					
Living Things and their habitats (Biology)	<p>Children know about similarities and differences in relation to places, and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Plants Y1)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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>Identify and name a variety of plants and animals in their habitats, including</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 Plants)</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><u>Vocabulary:</u> Environment / flowering / non-flowering / plants /</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Vocabulary:</u> life process of reproduction / plants animals / vegetable garden / flower border / reproduction plants- sexual / asexual animals- sexual / life cycles- mammal, amphibian, insect, bird /</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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Vocabulary:</u> Organism / micro-organism / fungus / Mushrooms / classification keys / environment / fish /</p>

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		<p>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) (Y1 Animals including humans)</p>	<p>microhabitats.</p> <p>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><u>Vocabulary:</u> living / dead / never been alive / suited / suitable habitats / micro-habitats / basic needs / food / food chain / sun-grass-cow-human / alive healthy / logs / leaf litter / stony path / under bushes / shelter / seashore / woodland / ocean / rainforest / conditions / hot / warm / cold / dry /</p>		<p>Animals / vertebrate Danger / invertebrates- snails, slugs / worms / spiders / insects vertebrates- fish / amphibians / reptiles, birds / mammals plants - flowering plants, non-flowering plants / population / development / litter deforestation / classification, / classification keys / environment / habitat - human impact / positive, negative / migrate</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey (Y4 Animals including humans)</p>	<p>rainforest, oceans, desert / prehistoric similarities / differences / germination / pollination / stamen stigma / life cycle reproduce / sperm / fertilises / egg / live young / metamorphosis / plantlets / runners / bulbs / cuttings</p>	<p>amphibians / reptiles Birds / mammals / vertebrates / invertebrates / insects / spiders snails / worms / flowering and nonflowering</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 Evolution and inheritance)</p>
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			<p><i>damp / wet / bright / shade / dark</i></p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 Animals including humans)</p>			
Rocks (Chemistry)		<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 properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials</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. (Y2 Uses of everyday materials)</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter</p> <p><u>Vocabulary:</u> <i>rock / stone / pebble boulder / soil layers</i></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. (Y6 Evolution and inheritance)</p>



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		on the basis of their simple physical properties (Y1 Everyday materials)		<i>hard / soft / fossil grains / crystals / texture / absorb water / marble / chalk / granite / sandstone / slate / sandy soil / clay soil chalky soil / peat</i>		
Light (Physics)		Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 Animals including humans)  Describe the simple physical properties of a variety of everyday materials. (Y1 materials)		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 an opaque		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



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				<p>object.</p> <p>Find patterns in the way that the size of shadows changes.</p> <p><i>Vocabulary:</i>  <i>Light / light source / see / dark / absence of light / reflect / reflective / surface natural / star / Sun Moon / artificial / torch / candle / lamp translucent / transparent / opaque shiny / matt / surface / shadow / reflect / mirror / sunlight / dangerous</i></p>			<p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><i>Vocabulary:</i>  <i>Light / travels / straight / reflect / Reflection / light source / object / shadows / mirrors / periscope / rainbow / filters / straight lines / light rays</i></p>
Forces (Physics)			<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces</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>	



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			<p>(Y2 Uses of everyday materials)</p>	<p>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 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</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><u>Vocabulary:</u>  <i>Fall / gravity / force  Earth / air  resistance / water  resistance / friction  moving surfaces /  mechanisms / levers  pulleys / gears /  magnetic force /  magnet / attract /  simple machines</i></p>	
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				<p><i>Vocabulary:</i>  <i>Force / magnetic force / magnetic strength / bar magnet / ring magnet button magnet / horseshoe magnet / push / pull / twist / contact / non-contact / surface magnet / magnetic attract / repel / magnetic poles / north pole / south pole / metal / iron steel / cobalt</i></p>			
Sound (Physics)		<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.            (Y1 Animals including humans)</p>			<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns</p>		





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					<p>between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Vocabulary:</u>  <i>Sound / sound source  noise /vibrate /  vibration / travel /  solid / liquid / gas /  pitch (high/low) /  tune / high / low /  volume / loud / quiet  fainter / muffle /  vibrations /insulation  instrument /</i></p>		
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					<i>percussion / strings brass / woodwind / tuned instrument</i>	
Electricity (Physics)					<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><i>Vocabulary: Appliances /</i></p>



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					<p>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><u>Vocabulary:</u>  <i>Appliances / electricity / device / electrical circuit / cell / wire / bulb / lamp / buzzer / Danger / electrical safety / sign / insulators / switch / open / closed / components / motor / mains / plug / circuit / complete circuit / connect battery / positive / negative / connections / loose connection / short</i></p>	<p><i>electrical circuit / complete circuit / circuit diagram / circuit symbol / components / cell / battery / positive / negative terminal / connection / loose connection / short circuit / wire / crocodile clip / bulb / lamp / brightness / switch / buzzer / volume / motor / conductor / insulator voltage / current / resistance / danger / series circuit</i></p>
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					<i>circuit / clip / motor connector / metal / non-metal / symbol</i>		
Earth and Space (Physics)		<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Y1 Seasonal changes)</p>				<p>Describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies.</p> <p>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><u>Vocabulary:</u> <i>Earth / planets / Sun</i></p>	



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						<i>solar system / Moon celestial body / sphere / spherical / rotate / rotation / spin / night and day star / Mercury / Venus / Mars / Jupiter / Saturn / Uranus / Neptune / Pluto 'dwarf' planet / orbit / revolve / geocentric model / heliocentric model / shadow clocks / sundials / astronomical clocks</i>	
Evolution and inheritance (Biology)			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.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 Rocks)  Explore the part that flowers play in the life cycle of flowering plants, including pollination,	Recognise that environments can change and that this can sometimes pose dangers to living things (Y4 Living things and their habitats)	Describe the life process of reproduction in some plants and animals. (Y5 Living things and their habitats)	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



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			<p>(Y2 Living things and their habitats)</p> <p>Notice that animals including humans have offspring which grow into adults. (Y2 Animals including humans)</p>	<p>seed formation and seed dispersal. (Y3 Plants)</p>		<p>same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Vocabulary:</u> Evolution / suited / suitable / adapted / adaptation / offspring / characteristics / vary / variation / inherit / inheritance fossils / sexual reproduction / environment</p>
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