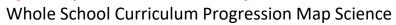
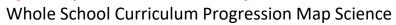
## **Sytchampton Endowed Primary School**





Science Knowledge Year Group Overview						
	Biology		Chemistry	Physics		
Year 1	Animals inc Humans Name common animals Name carnivores, herbivores, omnivores	Seasonal Change Observe weather and changes across seasons	Plants Name basic parts— identify common plants	Everyday Materials Name. Describe and sort everyday materials		
Year 2	Animals inc Humans Animals have offspring, basic needs for survival. Importance of exercise, food hygiene.	Animals inc Habitats Living, dead and never living, describe habitats, basic food chains	Plants Seed/bulb grow into plants. What plants need	Materials and their uses Uses of materials Changing shape of materials		
Year 3	Animals inc Humans Need for right amount of nutrition Skeletons and muscles		Plants Function - including how water is transported Life cycle of plants	Rocks Group different rocks, how they are formed Fossils	Light Need for light to see. How shadows are formed	Forces and Magnets Compare different sur- faces. Magnets
Year 4	Animals inc Humans Basic function of digestive system. Teeth. Food chains	Animals inc Habitats Group living things, use classification keys. Change in environment can threaten life.		States of matter Solids, Liquids, gases Change state, Evaporation/condensation	Sound How sound is made, travels. Pitch and volume	Electricity Create simple and series circuits. Parts of circuit. Recognise complete/incomplete circuit linked to output e.g bulb. Test conductivity/insulators
Year 5	Animals inc Humans Describe the changes as humans develop to old age	Living Things and Their Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		Properties and Changes of Materials Solubility, transparency, conductivity (electrical and thermal) and response to magnets	Earth and Space Movement of the Earth relative to the Sun in the Solar System Movement of the Moon relative to the Earth Describe the Sun, Moon and Earth as	Forces Gravity Air resistance, water resistance, friction Levers, pulleys and gears allow a smaller force to have a greater effect

## **Sytchampton Endowed Primary School**





		Describe the life process of reproduction in some plants and animals		Dissolving in solutions and recovering substances from solutions Use knowledge of solids, liquids and gases to decide how to separate mixtures Understand and give examples of reversible and irreversible changes	approximately spherical bodies Explain Day and Night	
Year 6	Animals Including Humans Human Circulatory System (Heart, blood vessels, blood) Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function Describe the ways in which nurtients and water are transported within animals,including humans	Living Things and Their Habitats 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	Evolution and Inheritance Recognise that living things have changed over time and that fossibls provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of some 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 adoption may lead to evolution		Light Recognise that light travels in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye and also to explain why shadows have the same shape as the objects that cast them 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	Associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in a circuit 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 Use recognise symbols when representing a simple circuit in a diagram

## **Sytchampton Endowed Primary School**

## Whole School Curriculum Progression Map Science



Closely observes what around with interest.   Explores objects by linking together different approaches: shaking, hitting, looking, feeling, turning and poking.   Closely observes what early linking they have observed such as plants, animals and poking.   Closely observes what early linking they have observed such as plants, animals and how they work.   Developing an understanding of growth, decay and changes over time.   Shows care and   Closely observes what earound with interest.   Closely observes what earound them earlier obstuding features of detailed features of their familiar world such as the place where they live or the natural world.   Can talk about things they have observed such as plants, animals and natural objects they have found.   Can talk about things they have observed such as plants, animals and how they work.   Developing an understanding of growth, decay and changes over time.   Closel closely at similarities, and change.   Finding ways to solve problems   Can talk about things they have observed such as plants, animals and how they work.   Can talk about things they have observed such as plants, animals and how they work.   Can talk about things they have observed such as plants, animals and how they work.   Can talk about things they have observed such as plants, animals and how they work.   Can talk about things they have observed such as plants, animals and observed such as plants, animals	EYFS Science Progression							
Closely observes what around with interest.  Closely observes what people, animals and vehicles do.  Knows things are used in different ways e.g. pushing and pulling turning and poking.  Comments and asks detailed to approaches: shaking, hitting, tasting, pulling, turning and poking.  Can talk about things they have observed such as plants, animals and natural objects they have found.  Can talk about things they have observed such as plants, animals and natural objects they have found.  Can talk about things they have observed such as plants, animals and how they work. Developing an understanding of growth, decay and changes over time.  Closely observes what vehicles do.  Viniting together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and poking.  Can talk about things they have observed such as plants, animals and natural objects they have found.  Can talk about things they have observed such as plants, animals and how they work. Developing an understanding of growth, decay and changes over time.  Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world.  Can talk about things they have observed such as plants, animals and natural objects they have found.  To look closely at similarities, differences, patterns and change.  To know the importance for good health of physical exercise, and a healthy range of foodstuffs and understanding ane need for variety in food.  To show some understanding the to exercise, eating, sleeping and hypigene can contribute to good health.  To look closely at similarities, differences, patterns and change.  To know the importance for good health of physical exercise, and a healthy range of foodstuffs and understanding of growth them on the more for good health.  Making links and learning by trial and error		8-20 Months	16-26 Months	22-36 Months	30-50 Months	40-60 Months	_	
concern for living things and the environment.  features of their own immediate environment and how environments might vary from one another.	Looks around with	people, animals and vehicles do.  Knows things are used in different ways e.g.	by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and	detailed features of their environment. Enjoys playing with small	questions about aspects of their familiar world such as the place where they live or the natural world.  Can talk about things they have observed such as plants, animals and natural objects they have found.  Talks about why things happen and how they work. Developing an understanding of growth, decay and changes over time.  Shows care and concern for living things and the	foodstuffs and understand a need for variety in food.  To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  To look closely at similarities, differences, patterns and change.  To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from	Using senses to explore the world around them  Taking risks and learning by trial and error  Showing a curiosity about objects, events and people  Maintaining focus on their activity for a period of time Thinking of ideas  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions  Testing their ideas  Developing ideas of grouping, sequences	