

//////////		Year 1	Year 2	Year 3/4	Year 5/6
Working Scientifically	Observing Over Time Plan Do Review	 I ask questions about how and With help, I identify changes to suggest how to do it I use non-standard units and schanges I record in words or pictures, a such as tables and charts I identify simple changes and I sequence the changes I begin to use scientific languag I talk about whether the changes 	o observe and measure and simple equipment to record or in simple prepared formats talk about them e to talk about changes	 I talk about things changing and decide when questions can be answered by observing over time I decide what observations to make, how often and what equipment to use I use a range of equipment to collect data using standard measures I make records using tables and bar charts I begin to use and interpret graphs produced by data loggers I draw simple conclusions from changes I observed I talk about changes using some scientific language I suggest improvements to the ways I observe 	 I recognise when observing changes over time will help to answer my questions I decide how detailed my observations need to be, and what equipment to use. to make my measurements as accurate as possible I use equipment accurately without support I record data appropriately I present data in line graphs I interpret changes in the data I recognise the effect of changing the time and number of observations I draw valid conclusions from data about changes I recognise the significance of things changing over time talk about and explain changes using scientific knowledge and understanding I evaluate how well I observed over time
Ň	Identifying and	• I ask questions about how and	d why things ore similar or	• I talk about what criteria I	• I recognise when identifying

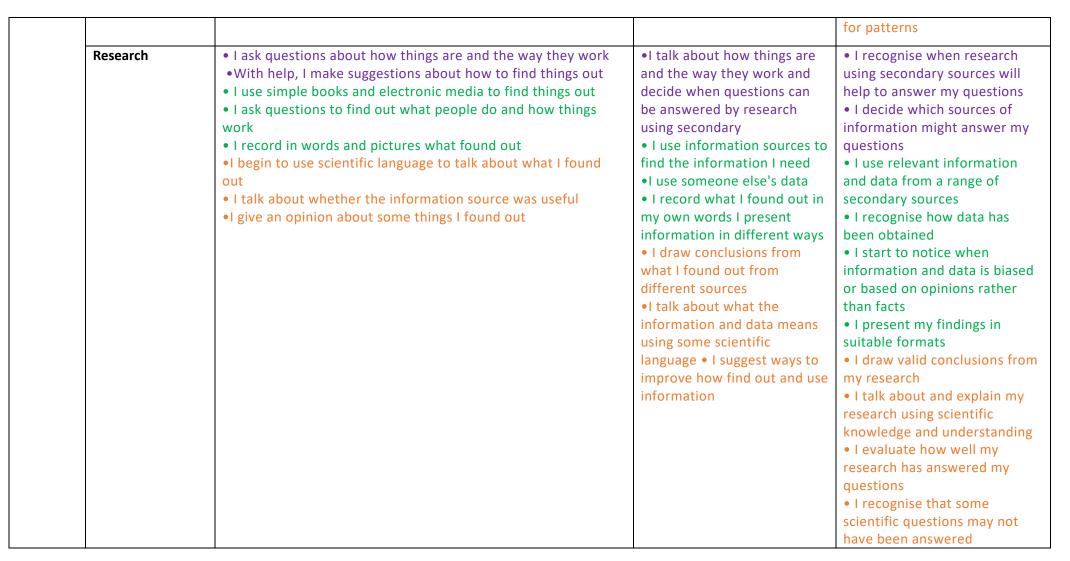


Classifying	different	will use to sort and classify	and classifying will be helpful
	 I decide what to observe to identify or sort things 	things	to answer my questions
	•I make comparisons between simple features of objects,	I decide what equipment to	I decide what equipment, tests
	materials or living things	use to identify and classify	and secondary sources of
	•I record my observations in words or pictures or simple tables	things	information to use to identify
	 I sort objects by observable and behavioural features 	•I talk about things that can	and classify things
	 I record my sorting in sorting circles or tables 	be grouped and decide when	•I use a series of tests to sort
	• I identify similarities and differences and talk about them	questions can be answered	and classify materials
	begin to use simple scientific language to talk about how things	by sorting and classifying	• I use secondary sources to
	are similar or different	 I carry out simple tests to 	identify and classify things
	•I to use my records to help sort or identify other things	sort and classify according to	 I make my own keys and
		properties or behaviour	branching databases with fou
		• I use Carroll diagrams, Venn	or more items
		diagrams and more complex	• I use more than one piece of
		tables to sort things	scientific evidence to identify
		 I use simple keys and 	and classify things
		branching databases to	•I draw valid conclusions whe
		identify things	sorting and classifying
		 I make simple branching 	• I recognise the significance
		databases (keys) for things	sorting and classifying
		that hove clear differences	• I talk about and explain wh
		• I draw simple conclusions	I have done using scientific
		about the things have sorted	knowledge
		and classified	• I evaluate how well my keys
		• I talk about the similarities	worked
		and differences I identified	
		using some scientific	
		language	
		•I suggest improvements to	
		the way I sort and identify	





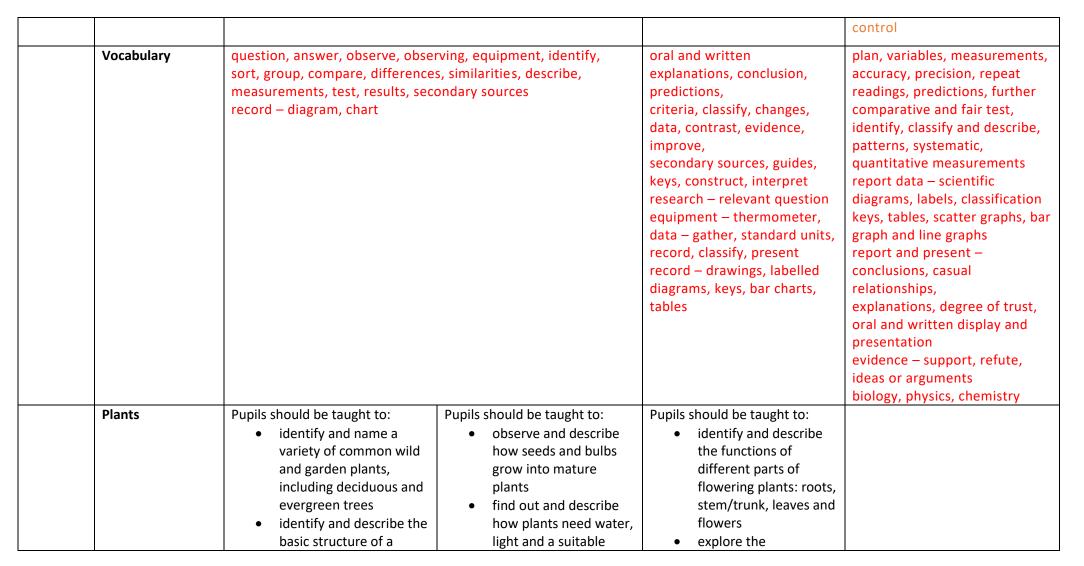




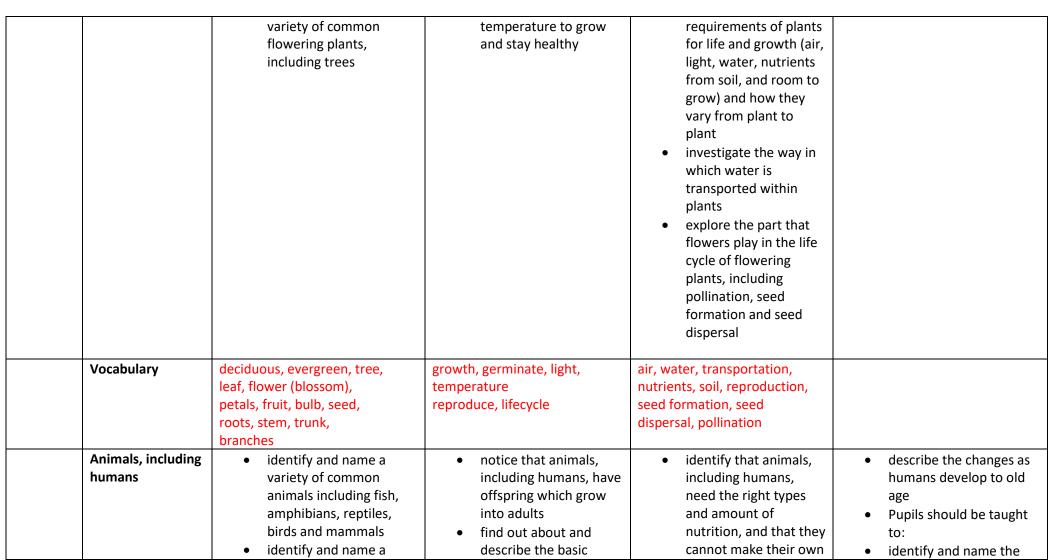




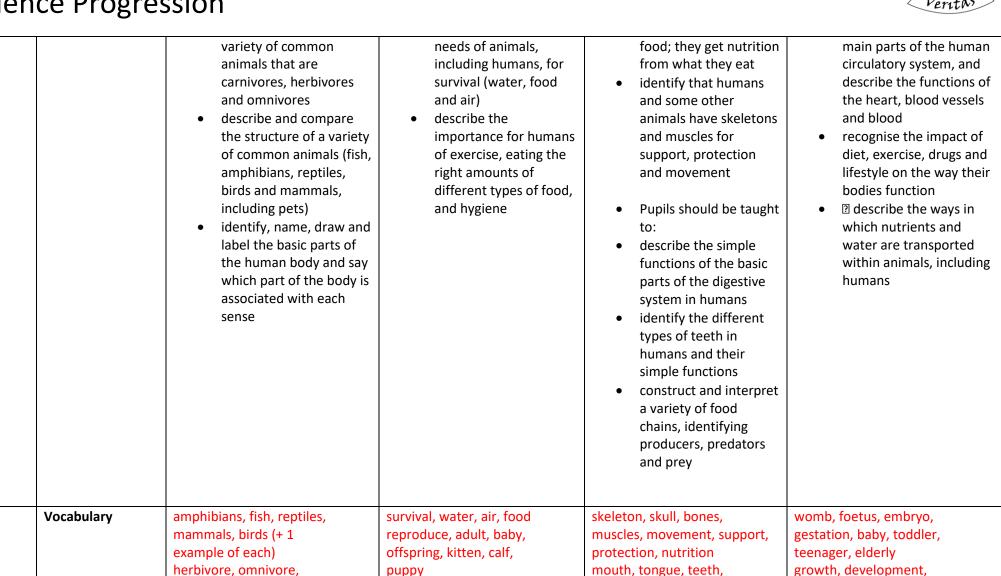












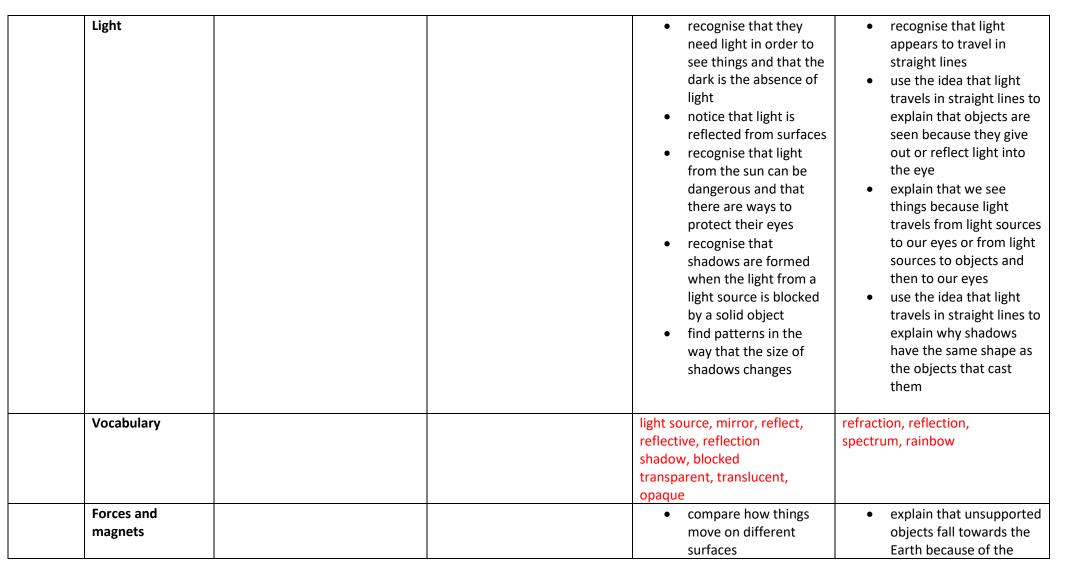




	carnivore head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing	food chain, prey, predator, camouflage, protection exercise, hygiene, balanced die	oseophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar producer, consumer, apex predator	puberty Animals including humans function, circulatory system, heart, valve, blood vessel, vein, artery transport, oxygenated, deoxygenated lifestyle, drug
Living things and their habitats		 explore and compare the difference between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from 	 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	 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

Veritas

	•	plants and other animals, using the idea of a simple food chain, and identify and name different sources of food recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things		
Vocabulary	microha	bitat, woodland, (v, hedgerow, pond e	vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key	life process, reproduction, offspring, characteristic, classification, organism, micro-organism

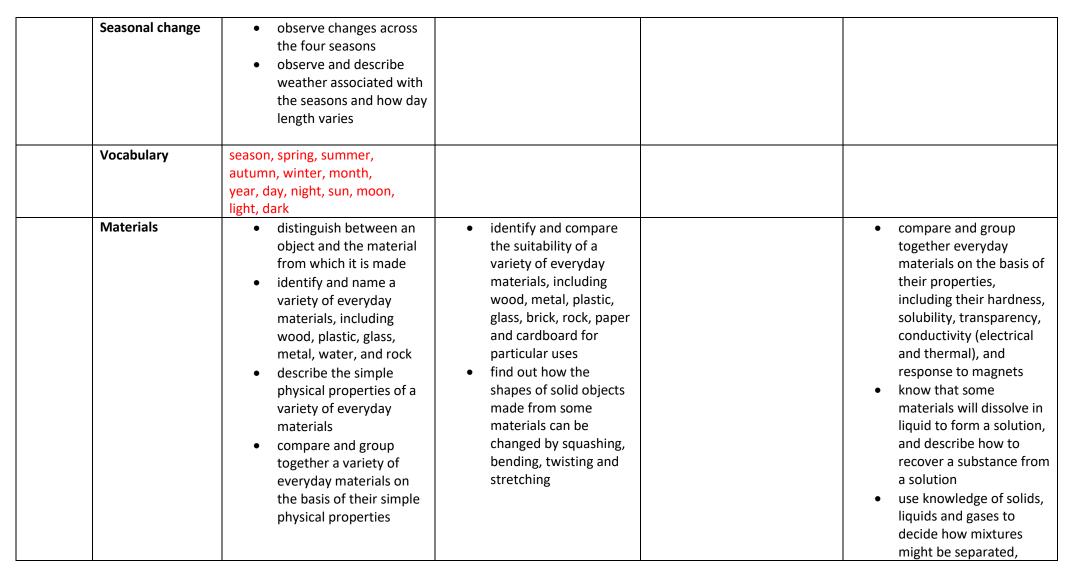




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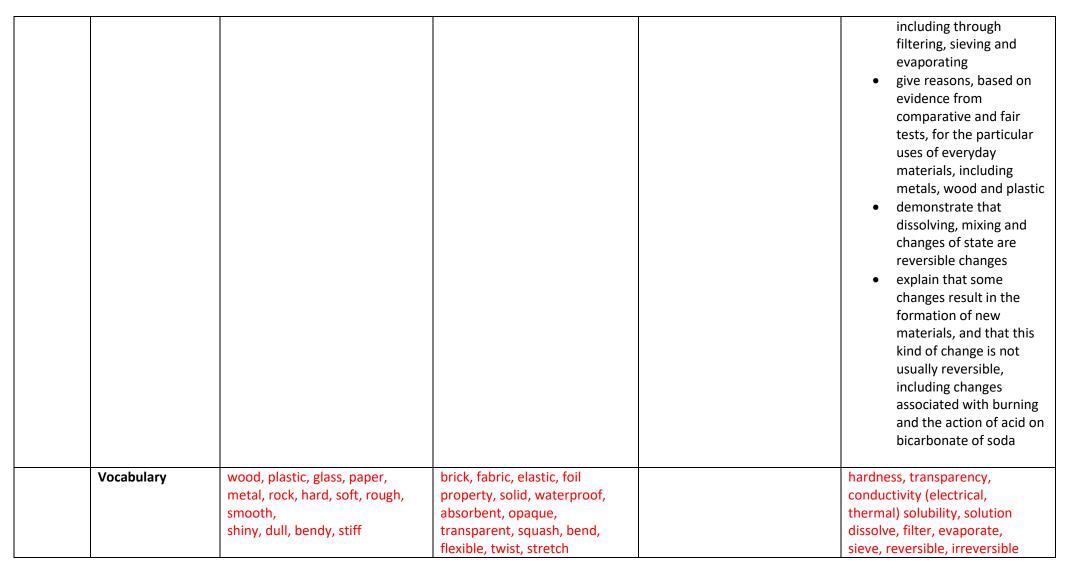


Vocabulary	depending on which poles are facing force, contact, surface, magnetic, attract, repel, poles	air resistance, water resistance, friction, gravity lever, gear, pulley, Newtons
	 the basis on whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, 	
	 can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis on whether 	 resistance, water resistance and friction, that act between mov- ing surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
	 notice that some forces need contact between two objects, but magnetic forces 	 force of gravity act-ing between the Earth and the falling object identify the effects of air





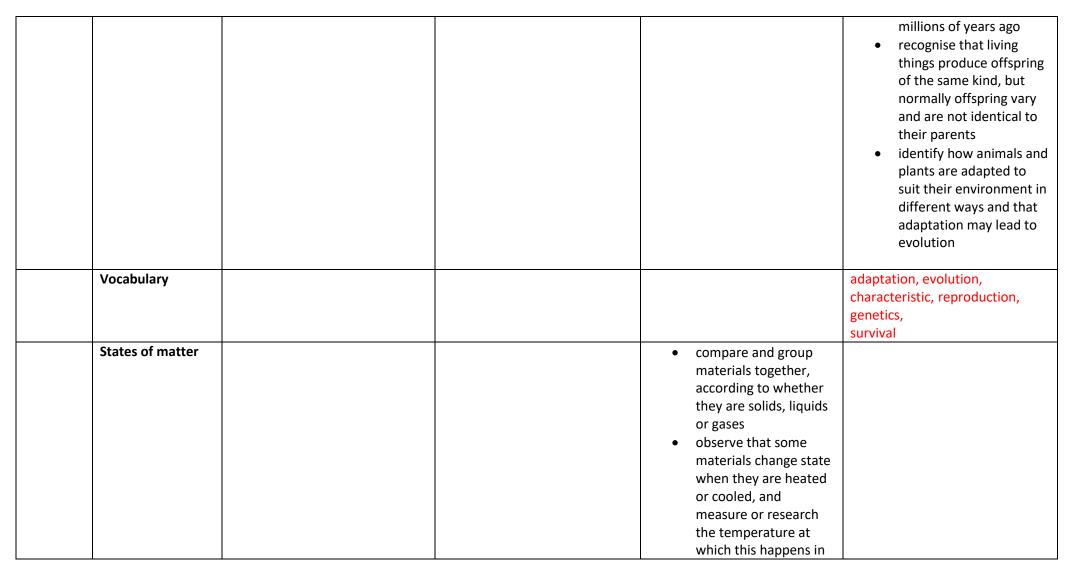
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	push, pull, roll, slide,		
	bounce		
Rocks		 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and 	
		organic matter	
Vocabualry		sandstone, granite, marble, pumice absorbent, crumble sedimentary, layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) metamorphic, change, squeeze, pressure	
Evolution and inheritance			 recognise that living things have shanged
Inneritance			things have changed over time and that fossils provide information about living things that inhabited the Earth

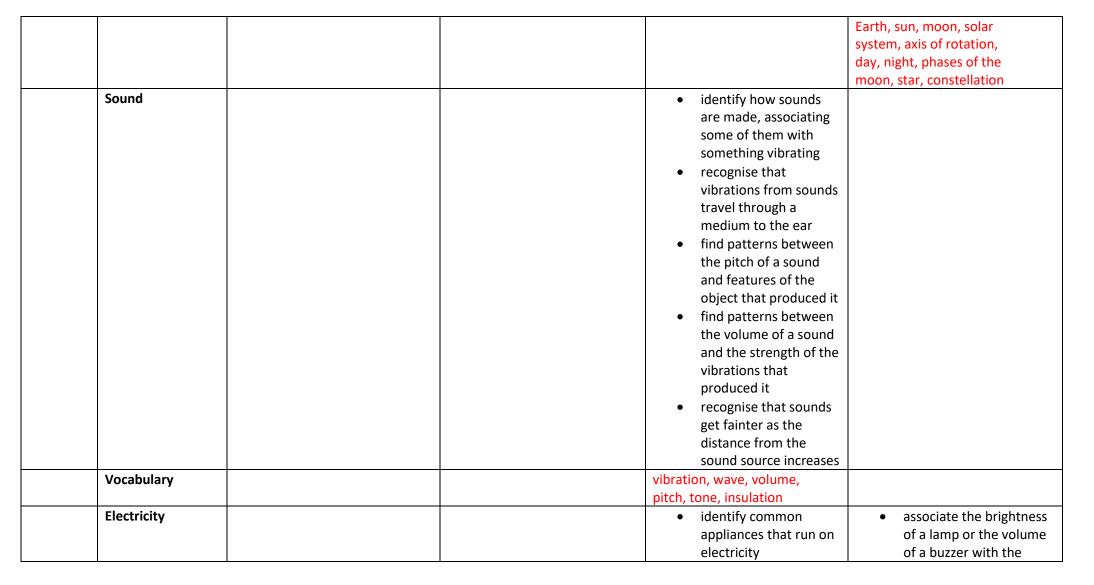








		 degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	
Vocabulary		solid, liquid, gas, evaporation, condensation, particle, temperature, freezing, heating	
Earth and spa	ce		 describe the movement of the Earth, and other planets, relative to the Sun describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky





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Vocabulary		 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 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 	 number and voltage of cells used in the 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 recognised symbols when representing a simple circuit in a diagram
Vocasulary		main power, circuit, series, cell, battery,	voltage, volts, amps
		wire, bulb, switch, break in	

MZ
Veritas

	circuit	
	conductor, insulator	