	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Communication and	Language					
	 Understand 'why' que 	estions, like: "Why do yo	u think the caterpillar	got so fat?"			
	Personal, Social and	Emotional Developme	nt				
	 Make healthy choice 	s about food, drink, activ	rity and toothbrushing.				
		,					
	Understanding the W	/orid	the standard state				
	Use all their senses i	n nands-on exploration (of natural materials.				
	Explore collections o	i materiais with similar a	na/or amerent propert	les.			
	Bogin to make conse	see, using a wide vocat	od family's history				
	Evoloro how things w	ork	nu family s history.				
	Plant seeds and care	for arowing plants					
	• Understand the key f	eatures of the life cycle (of a plant and an anim	al			
	Begin to understand	the need to respect and	care for the natural er	vironment and all living thi	nas		
	• Explore and talk about different forces they can feel						
	Talk about the difference of the difference	ences between materials	and changes they no	tice			
Reception	Communication and	Language					
•	Learn new vocabular	ту.					
	Ask questions to find	out more and to check	what has been said to	them.			
	Articulate their ideas	and thoughts in well-form	med sentences.				
	Describe events in se	ome detail.					
	 Use talk to help work 	out problems and organ	nise thinking and activi	ties, and to explain how thi	ngs work and why they mi	ght happen.	
	Use new vocabulary	in different contexts.					
	Personal, Social and	Emotional Developme	nt		les showing to stinite the state	hu antina, tanth hu ahina	
	Know and talk about	the different factors that	support their overall r	lealth and wellbeing: - regu	liar physical activity - healt	ny eating - toothbrushing -	
	sensible amounts of s	creen time - naving a go	bod sleep routine - bei	ng a sale pedesthan			
	Understanding the W	/orld					
	Explore the natural w	orld around them					
	Describe what they s	ee hear and feel while t	hev are outside				
	Recognise some env	vironments that are differ	rent to the one in which	n they live.			
	Understand the effect	t of changing seasons o	n the natural world are	bund them.			
		0.0					
	ELGs						
	Communication and	Language : Listening,	Attention and Under	standing			

	Make comments abou	t what they have heard and	ask questions to clarify their understanding.			
	Personal, Social and Emotional Development: Managing Self • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
	Understanding the Wo • Explore the natural wo • Know some similarities has been read in class. • Understand some imp	orld : The Natural World orld around them, making of s and differences between ortant processes and chan	bservations and drawing pictures of animals and pla the natural world around them and contrasting envi ges in the natural world around them, including the	ants. ronments, drawing on the seasons and changing sta	ir experiences and what ates of matter	
Cherwell Year 1	Everyday materials Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Distinguish between an object and the material from which it is made. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday	Human senses Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Seasonal Changes Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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.	Plant Parts Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Develop scientific knowledge and	Animal Parts Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	

	wood, plastic, glass, metal, water, and rock.				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	
					world around them.	
					Are equipped with the	
					scientific knowledge	
					the uses and	
					implications of	
					science, today and for	
					the future.	
Evenlode	Rocks and fossils	Plant survival	Human survival		Animal Survival	Light and shadow
rear 2/3	Set un simple	nutrition and	and recognise that	and recognise that	Ask simple questions	Ask relevant
	practical enquiries	Reproduction	they can be answered	they can be answered	they can be answered	questions and using
	comparative and fair	Ask simple questions	in different ways.	in different ways.	in different ways.	different types of
	tests.	and recognise that they	Observe closely, using	Perform simple tests.	Use their observations	scientific enquiries to
	Make systematic and	can be answered in	simple equipment.	Identify and classify.	and ideas to suggest	answer them.
	careful observations	different ways.	Perform simple tests.	Gather and record	answers to questions.	Recognise that they
	anu, where appropriate take	simple equipment	Lise their observations	answering questions	data to help in	need light in order to
	accurate	Perform simple tests.	and ideas to suggest	Explore and compare	answering questions.	see things and that
	measurements using	Identify and classify.	answers to questions.	the differences	Identify that most	Uark is the absence of
	standard units, using	Use their observations	Gather and record	between things that	living things live in	light. Notice that light is
	a range of equipment,	and ideas to suggest	data to help in	are living, dead, and	habitats to which they	reflected from
	Including	answers to questions.	answering questions.	things that have never	are suited and	curfação
	data loggers	to help in answering	living things live in	Identify that most	habitats provide for	Surraces.
		questions.	habitats to which they	living things live in	the basic needs of	Recognise that light

Gather, record, classify and present data in a variety of ways to help in answering questions.Identify that most living things live in habitats to which they are suited and describe how different habitatsare suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.different kinds of animals in their habitats, including microhabitats.different kinds of animals in their habitats, including animals in their <th></th>	
classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.things live in habitats to which they are suited and describe how different kinds of animals and plants, and how they depend of animals and plants, and how they depend on each other.are suited and describe how different habitats provide for the basic needs of animals and plants, and how they depend on each other.animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals and plants, animals and plants, and how they depend on each other.animals in their habitats, including animals in theiranimals in their habitats, including animals in their <th< td=""><td>from the sun can be</td></th<>	from the sun can be
data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.which they are suited and describe how different habitats of animals and plants, and how they depend on each other.habitats provide for the basic needs of animals and plants, and how they depend on each other.describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.and how they depend on each other.dentify and name a variety of plants and animals in their habitats, including microhabitats.dentify and name a obtain their food from plants and other animals, using the idea of a simple food	dangerous and that
ways to help in answering questions.and describe how different habitatsthe basic needs of different kinds of animals and plants, and how they depend of animals and plants, labelled diagrams, keys, bar charts, and tables.and describe how different kindsthe basic needs of different kinds of animals and plants, and how they depend on each other.habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.habitats provide for the basic needs of animals and plants, and how they depend on each other.on each other. and how they depend on each other.habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.habitats provide for the basic needs of animals and plants, and how they depend on each other.on each other. animals in their habitats, including microhabitats.habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.on each other. animals in their habitats, including microhabitats.habitats, including microhabitats.on each other. animals in their habitats, including microhabitats.habitats, including microhabitats.habitats and plants, animals in their habitats, includinghabitats, including 	there are ways to
answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.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 theirIdentify differences, similarities or changes related to simpledifferent habitats, including microhabitats.different kinds of animals and plants, and how they depend on each other.the basic needs of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in theirdifferent kinds of animals and plants, and how they depend on each other.the basic needs of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in theirdifferent kinds of animals and plants, and how they depend on each other.the basic needs of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in theirthe basic needs of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in theirDescribe how animals obtain their habitats, including microhabitats.Identify differences, related to simpleincluding microhabitats.Describe nod describeanimals in their habitats, including microhabitats.the dea of a simple food <td>protect their eves</td>	protect their eves
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.provide for the basic needs of different kinds of animals and plants, and how they depend on each other.animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.variety of plants and animals in theirIdentify differences, similarities or changes related to simpleprovide for the basic needs of different kinds of animals and plants, and how they depend on each other.animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.variety of plants and animals in theiranimals and plants, and how they depend on each other.animals and plants, and how they depend on each other.animals and plants, and how they depend on each other.different kinds of animals and plants, and how they depend on each other.variety of plants and animals in theiranimals and plants, and how they depend on each other.animals in their habitats, including microhabitats.bescribe animals in theirbescribe habitats, including microhabitats.variety of plants and animals in theirvariety of plants and animals in theirvariety of plants and animals in theirbescribe habitats, including microhabitats.variety of plants and animals in theirvariety of plants and animals in theirbescribe animals in theirvariety of plants and animals in theirobserve and describemicrohabitats.Describe animals, using the idea of a simple f	Decognice that
simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identify differences, similarities or changes related to simple	Recognise that
language, drawings, labelled diagrams, keys, bar charts, and tables.of animals and plants, and how they depend on each other.on each other.and how they depend on each other.habitats, including microhabitats.Identify differences, similarities or changes related to simpleof animals in their habitats, including microhabitats.on each other.and how they depend on each other.and how they depend on each other.habitats, including microhabitats.Identify differences, similarities or changes related to simplenimals in their habitats, including microhabitats.on each other.laentify and name a variety of plants and animals in their habitats, including microhabitats.on each other.Describe how animals obtain their 	shadows are formed
labelled diagrams, keys, bar charts, and tables.and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.on each other.microhabitats.Identify differences, similarities or changes related to simpleand how they depend on each other.Identify and name a variety of plants and animals in their including microhabitats.Identify and name a variety of plants and animals in their bitats, including microhabitats.on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, including microhabitats.on each other.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, including microhabitats.Identify and name a variety of plants and animals in their habitats, includingIdentify and name a variety of plants and a simple food	when the light from a
keys, bar charts, and tables. Identify differences, similarities or changes related to simple	light source is blocked
tables. Identify differences, similarities or changes related to simple Identify differences, similarities or changes related to simple	by a solid object.
Identify differences, similarities or changes related to simplevariety of plants and animals in their habitats, including microhabitats.habitats, including microhabitats.animals in their habitats, including microhabitats.plants and other animals, using the idea of a simple food	Find natterns in the
similarities or changes animals in their habitats, including microhabitats. Observe and describe microhabitats. animals, using the idea of a simple food	way that the size of
related to simple including microhabitats. Observe and describe microhabitats. idea of a simple food	way that the size of
	shadows change.
scientific ideas and Ubserve and describe how seeds and bulbs Describe how animals chain, and identify an	1
processes. how seeds and bulbs grow into mature obtain their food from name different	
Compare and group grow into mature plants. plants. plants and other sources of food.	
together different Find out and describe Find out and describe animals, using the Notice that animals,	
kinds of rocks on the how plants need water, how plants need idea of a simple food including humans,	
basis of their light and a suitable water, light and a chain, and identify and have offspring which	
appearance and temperature to grow suitable temperature name different grow into adults.	
simple physical and stay healthy. to grow and stay sources of food. Find out about and	
properties. healthy. Find out about and describe the basic	
Describe in simple describe the basic needs of animals,	
terms how fossils are needs of animals, including humans, for	
formed when things including humans, for survival (water, food	
that have lived are survival (water, food and air).	
trapped within rock. and air). Identify and compare	
Set up simple Develop the suitability of a	
practical enquiries, understanding of the variety of everyday	
comparative and fair nature, processes and materials, including	
tests. methods of science wood, metal, plastic,	
Make systematic and through different types glass, brick, rock,	
careful observations of science enquiries paper and cardboard	
and, where for particular uses.	
appropriate, take answer scientific Develop scientific	
accurate questions about the knowledge and	
measurements using world around them. conceptual	
standard units, using understanding through	

a range of equipment.		the specific disciplines	
including		of biology chemistry	
thermometers and		and physics	
data loggers			
Gather record			
classify and present			
data in a variety of			
ways to belo in			
answering questions			
Bocord findings using			
simple scientific			
language, drawings,			
labelled diagrams,			
keys, bar charts, and			
tables.			
Report on findings			
from enquiries,			
including oral and			
written explanations,			
displays or			
presentations of			
results and			
conclusions.			
Use results to draw			
simple conclusions,			
make predictions for			
new values, suggest			
improvements and			
raise further			
questions.			
Identify differences,			
similarities or changes			
related to simple			
scientific ideas and			
processes.			
Use straightforward			
scientific evidence to			
answer questions or			

	to support their					
	nnuings. Recognice that coile					
	are made from rocks					
	and organic matter					
leie	Forces and Magnets	Sound	animals nutrition	Electrical circuits	Plant nutrition and	Light and shadow
Year 3/4	Find out how the	Ask relevant questions	and skeletal system	Ask relevant questions	reproduction	Ask relevant
	shapes of solid		Ask relevant questions	and using different	Ask relevant questions	questions and using
	objects made from	and using different	and using different	types of scientific	and using different	different types of
	some materials can	types of scientific	types of scientific	enquiries to answer	types of scientific	scientific enquiries to
	be changed by	enquiries to answer	enquiries to answer	them.	enquiries to answer	answer them.
	squashing, bending,	them.	them.	Set up simple practical	them.	Set up simple
	twisting and	Set up simple practical	Set up simple practical	enquiries, comparative	Set up simple practical	practical enquiries,
	stretching.	enquiries, comparative	enquiries, comparative	and fair tests.	enquiries, comparative	comparative and fair
	Ask relevant	and fair tests.	and fair tests.	Make systematic and	and fair tests.	tests.
	questions and using	Gather, record, classify	Make systematic and	careful observations	Make systematic and	Make systematic and
	different types of	and present data in a	careful observations	and, where	careful observations	careful observations
	scientific enquiries to	variety of ways to belo	and, where	appropriate, take	and, where	and, where
	answer them.	in onewaring questions	appropriate, take	accurate	appropriate, take	appropriate, take
	Set up simple	in answering questions.	accurate	measurements using	accurate	accurate
	practical enquiries,	Record findings using	measurements using	standard units, using a	measurements using	measurements using
	comparative and fair	simple scientific	standard units, using a	range of equipment,	standard units, using a	standard units, using
	tests.	language, drawings,	range of equipment,	Including	range of equipment,	a range of equipment,
		labelled diagrams, keys,	thermometers and		thermometers and	thermometers and
	careful observations	bar charts, and tables.		Cathor record		
	anu, where appropriate take	Report on findings from	Gather record	classify and present	Gather record	Gather record
	appropriate, take	enquiries, including oral	classify and present	data in a variety of	classify and present	classify and present
	measurements using	and written	data in a variety of	ways to help in	data in a variety of	data in a variety of
	standard units, using	explanations displays	ways to help in	answering questions.	ways to help in	ways to help in
	a range of equipment.	or procentations of	answering questions.	Record findings using	answering questions.	answering questions.
	including		Record findings using	simple scientific	Record findings using	Record findings using
	thermometers and	results and conclusions.	simple scientific	language, drawings,	simple scientific	simple scientific
	data loggers.	Use results to draw	language, drawings,	labelled diagrams,	language, drawings,	language, drawings,
	Gather, record,	simple conclusions,	labelled diagrams,	keys, bar charts, and	labelled diagrams,	labelled diagrams,
	classify and present	make predictions for	keys, bar charts, and	tables.	keys, bar charts, and	keys, bar charts, and
	data in a variety of	new values, suggest	tables.	Report on findings	tables.	tables.
	ways to help in	improvements and raise	Report on findings	from enquiries,	Report on findings	Report on findings
	answering questions.	-	from enquiries,	including oral and	from enquiries,	from enquiries,

Record findings using	further questions.	including oral and	written explanations,	including oral and	including oral and
simple scientific	Use straightforward	written explanations,	displays or	written explanations,	written explanations,
language, drawings,	scientific evidence to	displays or	presentations of	displays or	displays or
labelled diagrams,	answer questions or to	presentations of	results and	presentations of	presentations of
keys, bar charts, and	support their findings	results and	conclusions.	results and	results and
tables.		conclusions.	Use results to draw	conclusions.	conclusions.
Report on findings	Identify now sounds are	Use results to draw	simple conclusions,	Use results to draw	Use results to draw
from enquiries,	made, associating some	simple conclusions,	make predictions for	simple conclusions,	simple conclusions,
including oral and	of them with something	make predictions for	new values, suggest	make predictions for	make predictions for
written explanations,	vibrating.	new values, suggest	improvements and	new values, suggest	new values, suggest
displays or	Recognise that	improvements and	raise further	improvements and	improvements and
presentations of	vibrations from sounds	raise further	questions.	raise further	raise further
results and		questions.	Identify differences,	questions.	questions.
conclusions.	travel through a medium	Identify differences,	similarities or changes	Identify differences,	Identify differences,
Use results to draw	to the ear.	similarities or changes	related to simple	similarities or changes	similarities or changes
simple conclusions,	Find patterns between	related to simple	scientific ideas and	related to simple	related to simple
make predictions for	the pitch of a sound and	scientific ideas and	processes.	scientific ideas and	scientific ideas and
new values, suggest	features of the object	processes.	Use straightforward	processes.	processes.
improvements and	that produced it	Use straightforward	scientific evidence to	Use straightforward	Use straightforward
raise further	Find nottorna botwoon	scientific evidence to	answer questions or to	scientific evidence to	scientific evidence to
questions.	Find patients between	answer questions or to	support their findings.	answer questions or to	answer questions or
Identify differences,	the volume of a sound	support their findings.	Identify common	support their findings.	to support their
similarities or changes	and the strength of the	Identify and describe	appliances that run on	Identify and describe	findings.
related to simple	vibrations that produced	the functions of	electricity.	the functions of	Recognise that they
scientific ideas and	it.	different parts of	Construct a simple	different parts of	need light in order to
processes.	Recognise that sounds	flowering plants: roots,	series electrical circuit,	flowering plants: roots,	see things and that
Use straightforward	act fainter as the	stem/trunk, leaves and	identifying and naming	stem/trunk, leaves and	dark is the absence of
scientific evidence to	distance from the sound	flowers.	its basic parts,	flowers.	light.
answer questions or	distance from the sound	Explore the	including cells, wires,	Explore the	Notice that light is
to support their	source increases.	requirements of plants	bulbs, switches and	requirements of plants	reflected from
findings.		for life and growth (air,	buzzers.	for life and growth (air,	surfaces.
Compare how things		light, water, nutrients	Identify whether or not	light, water, nutrients	Recognise that light
move on different		from soil, and room to	a lamp will light in a	from soil, and room to	from the sun can be
surfaces.		grow) and how they	simple series circuit,	grow) and how they	dangerous and that
Notice that some		vary from plant to	based on whether or	vary from plant to	there are ways to
forces need contact		plant.	not the lamp is part of	plant.	protect their eyes.
between two objects,		Identify that animals,	a complete loop with a	Investigate the way in	Recognise that
but magnetic forces		including humans,	battery.	which water is	shadows are formed
can act at a distance.		need the right types	-		when the light from a

	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 of 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, depending on which poles are facing.		and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	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. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	light source is blocked by a solid object. Find patterns in the way that the size of shadows change.
Thames Year 5/6	Circulatory system Plan different types of seanswer questions, include controlling variables whet Take measurements, use equipment, with increas precision, taking repeat appropriate. Record data and results using scientific diagrams classification keys, table and line graphs. Use test results to make further comparative and Y6 Report and present including conclusions, c explanations of and deg	cientific enquiries to ding recognising and ere necessary. sing a range of scientific ing accuracy and readings when of increasing complexity s and labels, es, scatter graphs, bar e predictions to set up fair tests. findings from enquiries, ausal relationships and ree of trust in results, in	Evolution and inherita Plan different types of se answer questions, include controlling variables whe Describe how living thing broad groups according characteristics and base differences, including m and animals. Give reasons for classify based on specific charac- Identify how animals and suit their environment in adaptation may lead to e	nce cientific enquiries to ding recognising and ere necessary. gs are classified into to common observable ed on similarities and icro-organisms, plants ying plants and animals cteristics. d plants are adapted to different ways and that evolution.	Light theory Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing	Electrical circuits and components Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

oral and written forms such as displays and other	complexity using	Record data and
presentations.	scientific diagrams	results of increasing
Identify scientific evidence that has been used to	and labels,	complexity using
support or refute ideas or arguments.	classification keys,	scientific diagrams
Identify and name the main parts of the human	tables, scatter graphs,	and labels,
circulatory system, and describe the functions of	bar and line graphs.	classification keys,
the heart, blood vessels and blood.	Use test results to	tables, scatter graphs,
Recognise the impact of diet, exercise, drugs and	make predictions to	bar and line graphs.
lifestyle on the way their bodies function.	set up further	Use test results to
Describe the ways in which nutrients and water	comparative and fair	make predictions to
are transported within animals, including	tests.	set up further
humans.	Report and present	comparative and fair
	findings from	tests.
	enquiries, including	Report and present
	conclusions, causal	findings from
	relationships and	enquiries, including
	explanations of and	conclusions, causal
	degree of trust in	relationships and
	results, in oral and	explanations of and
	written forms such as	degree of trust in
	displays and other	results, in oral and
	presentations.	written forms such as
	Identify scientific	displays and other
	evidence that has	presentations.
	been used to support	Identify scientific
	or refute ideas or	evidence that has
	arguments.	been used to support
	Recognise that light	or refute ideas or
	appears to travel in	arguments.
	straight lines.	Associate the
	Use the idea that light	brightness of a lamp
	travels in straight lines	or the volume of a
	to explain that objects	buzzer with the
	are seen because they	number and voltage of
	give out or reflect light	cells used in the
	into the eye.	circuit.
	Explain that we see	Compare and give
	things because light	reasons for variations
	travels from light	in how components

			sources to our eyes or from light 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. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Are equipped with the scientific knowledge	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.
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