



Science Curriculum Progression Map

The overarching aim for Science at SJF is to promote high levels of scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics, to 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 and to ensure our children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Our curriculum enables our children to

Be independent and confident lifelong learners - **Acquire** the knowledge, skills and attitudes for them to thrive - **Build** resilience and become creative, critical thinkers - **Make** a positive contribution to both the school and the wider community - **Experience** enrichment opportunities that support learning where curiosity knows no boundaries

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Biology Animals including humans	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring that grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Identify that animals, including humans, need the right types and amount of nutrition. Identify that animals, including humans cannot make their own food. Identify that animals, including humans, get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Describe the simple functions of the basic parts of the digestive systems in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Describe the changes as humans develop to old age.	Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.
Biology Living things and their habitats		Explore and compare the differences between things that are living, dead, and things that have never been alive.		Recognise that living things can be grouped in a number of ways.	Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the process of reproduction in some plants and animals.	Describe how living things are classified into broad group according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and

		<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 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 difference sources of food.</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>animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>
<p><u>Biology</u> Plants</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>Observe and describe how plants need water, light and a suitable temperature to grow and stay healthy.</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>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>Biology</u> Evolution and inheritance</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.</p>

						Recognise that living things produce offspring of the same 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 adaptation may lead to evolution.
<u>Chemistry</u> Materials	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		Compare and group materials together, according to whether they are solids, liquids or gasses. 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electricity and thermal) and response to magnets. Know that some materials will dissolve in a liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gasses to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on	

					bicarbonate of soda.	
<u>Chemistry</u> 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.			
<u>Physics</u> Earth and space					Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Moon and Earth 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.	
<u>Physics</u> Light			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 a solid object Find patterns in the way that the size of shadows change.			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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<u>Physics</u>				Identify common appliances that run on		Associate the brightness of a lamp or the volume of a

<p>Electricity</p>				<p>electricity. 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.</p>		<p>buzzer with the number and voltage of cells used in the circuit. Compare and give the 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.</p>
<p><u>Physics</u> Forces and magnets</p>			<p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces 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 of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles.</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gear, allow a smaller force to have a great effect</p>	

			Predict whether two magnets will attract or repel each other, depending on which poles are facing.			
Physics Seasonal Changes	Observe changes across the four seasons. Observe and describe the weather associated with the seasons and how day length varies.					
Working Scientifically	<p>Key Stage 1 (year 1 and 2): Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment -performing simple tests - Identifying and classifying Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.</p>	<p>Lower key stage 2 (year 3 and 4): Asking relevant questions and using different types of scientific enquires to answer them Setting up simple practical enquire, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagram, keys, bar charts, and tables Reporting on findings from enquires including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusion, make predictions for new value, suggest improvements and raise further questions Identifying difference, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Upper Key Stage 2 (year 5 and 6): Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Taking measurement, using a range of scientific equipment, with increasing accuracy and precision -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Using text results to make predictions to set up further comparative and fair tests Using simple models to describe scientific ideas Reporting and presenting findings from enquires, including conclusion, casual relationships and explanations of results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support.</p>			