

# Science – Curriculum



## Intent

The national curriculum for science aims to ensure that all pupils:

- 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.

We recognise the importance of science in every aspect of daily life. As one of the core subjects, we give the teaching of science the prominence it requires. We aim to equip pupils with knowledge, skills and understanding and to encourage children to be inquisitive throughout their time at Sacred Heart. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. We will ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, building arguments and explaining concepts confidently. We will encourage them to continue asking questions and to be curious about the world around them.

The heart of Science teaching at Sacred Heart is our commitment to practical, explorative and investigative learning. We believe in a hands-on approach where children learn by doing it for themselves. This approach encourages our children to build resilience and become creative, critical thinkers.

Topics focus on biology, chemistry and physics with incorporated practical skills work.

**Implementation**

	AUTUMN 1	AUTUMN 2	SPRING 1		SPRING 2		SUMMER 1		SUMMER 2
FY	The natural world	The leaves are falling	Seasonal changes	Changes of state	Materials	Plants	Plants	Living things and habitats	Natural world
YEAR ONE	Seasonal Changes (Autumn and Winter)	Animals including humans			Materials		Plants		Seasonal Changes (Spring and Summer)
YEAR TWO	Uses of everyday materials		Living things and their habitats		Animals including humans		Environment		Plants
YEAR THREE	Forces and magnets		Light and dark		Rocks		Animals including humans		Plants
YEAR FOUR	States of Matter (Water cycle/ rivers)		Living things and their habitats		Animals including humans		Sound		Electricity
YEAR FIVE	Forces	Living things and their habitats	Properties and change of materials				Earth and Space		Animals including humans
YEAR SIX	Living things and their habitats	Animals including humans	Electricity		Light		Evolution and Inheritance		
Working scientifically threads through all lessons									

**Science progression of knowledge, skills and vocabulary**

EYFS	Characteristics of effective learning	Early Learning Goals
Enquiry Skills	<p>Show curiosity about objects, events and people</p> <p>Questions why things happen</p> <p>Engage in open-ended activity</p> <p>Take a risk, engage in new experiences and learn by trial and error</p> <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Develop ideas of grouping, sequences, cause and effect</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Use senses to explore the world around them</p> <p>Make links and notice patterns in their experiences</p> <p>Create simple representations of events, people and objects</p> <p>Build up vocabulary that reflects the breadth of their experience</p>	<p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>Answer how and why questions about their experiences</p> <p>Make observations</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>Explain why some things occur and talk about changes</p>
Knowledge and understanding of the world	<p>Know about the similarities and differences in relation to places, objects, materials 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>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	Ask simple questions when prompted	Ask simple questions	Ask relevant questions when prompted	Ask relevant questions.	Plan different types of scientific enquiries to answer questions.	Plan different types of scientific enquiries to answer questions
Plan	Suggest ways of answering a question	Recognise that questions can be answered in different ways	Use different types of scientific enquiry to answer them. Set up simple and practical enquiries, comparative and fair tests with some support.	Use different types of scientific enquiries to answer their questions	With prompting, recognise and control variables where necessary	Recognise and control variables where necessary
Do	Make relevant observations using simple equipment	Observe closely, using simple equipment	Make systematic and careful observations, using simple equipment	Make systematic and careful observations using a range of equipment, including thermometers and data loggers	Select, with prompting, and use appropriate equipment to take readings	Use a range of scientific equipment to take measurements
	Conduct simple tests, with support	Perform simple tests	Use standard units when taking measurements	Take accurate measurements using standard units, where appropriate	Take precise measurements using standard units	Take measurements with increasing accuracy and precision
	Identify and classify with Guidance.	Identify and classify			Begin to understand the need for repeat readings	Take repeat readings when appropriate

Record	Gather and record data	Record and communicate their findings in a range of ways and begin to use simple scientific language Gather and record data to help answer questions	With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated	Gather, record, classify and present data in a variety of ways to help to answer questions Record findings using simple scientific language, drawings and labelled diagrams Record findings using keys, bar charts, and tables	Take and process repeat readings Record data and results Record data using labelled diagrams, keys, tables and charts Use line graphs to record data	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs
Review	Recognise findings Use their observations and ideas to suggest answers to simple questions	Use their observations and ideas to suggest answers to simple questions	With prompting, suggest conclusions from enquiries Suggest how findings could be reported Suggest possible improvements or further questions to investigate	Report on findings from enquiries, including oral and written explanations, of results and conclusions Report on findings from enquiries using displays or presentations Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings, Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships .  With support, present findings from enquiries orally and in writing Suggest further comparative or fair tests	Report and present findings from enquiries, including conclusions and causal Report and presents findings from enquiries in oral and written forms such as displays and other presentation Report and present findings from enquiries, including explanations of, and degree of, trust in results Identify scientific evidence that has been used to support or refute ideas or arguments Use test results to make predictions to set up further comparative and fair tests relationships
Vocabulary	Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data,	Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results,	Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers	Previous vocab plus, notice patterns, relationships, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships,	Previous vocab plus opinion/fact, confidently name scientific enquiry types

			conclusions, predictions, support, thermometers		support/refute, data loggers	
Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Animals including humans</b>	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	Understand that animals, including humans, have offspring which grow into adults Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	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 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 system 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 describe 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. - (see also Evolution and inheritance)
Vocabulary	Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low	offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene	Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate	Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain		Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Living things and their habitats</b>		<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. Identify and name a variety of plants and animals in their habitats, including micro- habitats.</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>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>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>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. - (see also Evolution and inheritance)</p>
Vocabulary		<p>Living, dead, never been alive, names of local habitats, lond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter</p>		<p>Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).</p>	<p>Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young</p>	<p>Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, ,mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean</p>

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Plants</b>	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.	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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. Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			- (see Evolution and inheritance)

Vocabulary	Names of: wild plants, garden pants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable	seeds, bulbs, water, light, growth, healthy, shoot, seedling,	leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal			
Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Seasonal change</b>	Observe changes across the four seasons - observe and describe weather associated with the					
Vocabulary	Season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night					
Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p><b>Everyday materials (Y1)</b></p> <p><b>Uses of everyday materials (Y2)</b></p> <p><b>States of matter (Y4)</b></p> <p><b>Properties and changes of materials (Y5)</b></p>	<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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Compare and group materials together, according to whether they are solids, liquids or gases. 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). 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases 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</p>	
--	---	--	--	---	---	--

Vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through	Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze		States of matter, solid, liquid, gas, air, oxygen, powder, grainular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees celcius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration	Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbant, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting,	
Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Rocks and soils</b>			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.			- (see Evolution and inheritance)
Vocabulary			Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,			

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Light (Y3 and 6)</b></p> <p><b>Sound (Y4)</b></p>			<p>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</p>	<p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>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.</p>
Vocabulary			<p>Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent</p>	<p>Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument</p>		<p>Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent</p>

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Forces and magnets (Y3)</b></p> <p><b>Forces (Y5)</b></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 - predict whether two magnets will attract or repel each other, depending on which poles are facing</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 gears, allow a smaller force to have a greater effect.</p>	
Vocabulary			<p>Force, contact force, non contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non magnetic, poles, north/south pole</p>		<p>Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers</p>	

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Electricity</b>				<p>Identify common appliances that run on electricity. 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 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>- associate the brightness of a lamp or the volume of a buzzer with the 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.</p>
Vocabulary				<p>Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal.</p>		<p>Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance,</p>

Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Earth and Space</b>					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, 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.	
Vocabulary					Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks	
Areas of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Evolution and inheritance (note for Year 6 – see Plants; Animals, including humans; Living things and their habitats; and Rocks for how some of</b>						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 same kind, but normally offspring vary and are not identical to their parents - identify

<p><b>these aspects have been covered lower down the school)</b></p>						<p>how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
--	--	--	--	--	--	--