

Science – Subject Content Overview

Science Intent

The National Curriculum for Science aims to ensure that all children develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They develop an 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. The children are equipped with the scientific skills required to understand the uses and implications of science, both today and in the future.

We understand that it is essential for scientific vocabulary, knowledge and skills to be acquired through practical, hands on experience in which knowledge is consolidated, applied, tested and built upon. We encourage children to be inquisitive and to ask questions so that they are equipped to enjoy a lifelong interest, appreciation and respect for the world in which they live. Thus, as children grow at Sandal Magna, they gain a deeper understanding of key science concepts and talk about these with increasing scientific vocabulary and confidence in their own subject knowledge.

Year 1 Working Scientifically:

- observing closely, using simple equipment
- Asking simple questions and recognising they can be answered in different ways
- 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

Year 1 Working Scientifically vocabulary:

- Question
- Answer
- Observe
- Classify
- Sort
- Compare
- Describe
- Identify

Year 1	Plants	Humans	Materials	Animals	Seasons
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	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.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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 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)	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
Vocabulary	• Flower • Root • Leaf • Stem • Trunk • Soil	• Mammal • Reptile • Amphibian • Carnivore • Herbivore • Omnivore • Senses • Growth • Skeleton	• Material • Smooth • Rough • Squidgy • Waterproof • Strong • Weak • see-through • Properties	• Amphibian • Reptiles • Amphibian • Carnivore • Herbivore • Omnivore • Senses • Habitat	• Autumn • Spring • Winter • Summer • Seasons • Weather • Temperature

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	Year 2 Working Scientifically: • observing closely, using simple equipment • Asking simple questions and recognising they can be answered in different ways • 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		Year 2 Working Scientifically vocabulary: • Data • Observe • Identify • Classify • Record • Equipment • Describe • Group	
Year 2	Humans	Everyday use of materials	Living things and their habitats	Plants

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	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 which grow into adults Find out about and 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. Find out about and 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 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	Explore and compare the differences 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 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 microhabitats 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.	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.
Vocabulary	• Growth • Birth • Reproduce • Decay • Energy • Offspring • nutrients	• Stretchy • Cotton • Wool • Fleece • Twisting • Bending • Squashing • Protect • Suitability	• Living • Non-living • Dead • Urban • Woodland • Pond • Coast • Microhabitat • mini beast • Consumer • Producer • Predator	• Bulb • Seedling • Adult plant • Compost • Temperature • Healthy • Mature • Deciduous • Evergreen

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	Year 3 Working Scientifically: • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, 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 diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.	Year 3 Working Scientifically vocabulary: • Accurate measurements • Prediction • Present • Conclusions • Evidence • Fair test • Gather • Record			
Year 3	Animals including humans	Forces and magnets	Rocks	Light	Plants

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	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	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.	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.	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 an opaque object Find patterns in the way that the size of shadows change.	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. – Yr 2 20/21 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.
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Vocabulary	• Vertebrates • Invertebrates • muscles • Joints • Nutrition • Balanced diet • Support • Protection	• Force • Push • Pull • Poles • Attract • Repel • Magnetic • non-magnetic • Surface	• Rocks • Soils • fossil • sedimentary • metamorphic • igneous • magma • bedrock • Crust • Decay	• Light • Dark • Reflect • Surface • Natural • Blocked • Artificial • Shadow • Transparent • Opaque	• Root • Pollen • Pollination • Dispersal • Reproduce • Nutrients • Fertiliser • Transportation • formation
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			Mantle		
	Year 4 Working Scientifically: - Asking relevant questions and using different types of scientific enquiries to answer them - Setting up simple practical enquiries, 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 diagrams, keys, bar charts, and tables - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes - Using straightforward scientific evidence to answer questions or to support their findings.			Year 4 Working Scientifically vocabulary: - Enquires - Comparative - Oral presentation - Written presentation - Reporting - Classify - Gathering - Findings - Suggest improvements	
Year 4	Living things and their habitats	Electricity	Sound	Animals including humans	States of Matter

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	Explore and compare the differences 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 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 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. 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.	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 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 light in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	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.	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.	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
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Vocabulary	• Organism • Classification • Global • Local • Characteristic • Key • Habitat • Environment • Endangered • Extinct • Nature	• Battery • Device • Motor • Appliance • electrical insulator • electrical conductor • Circuit mains	• Tension • Particle • Vibration • Volume • Pitch • Soundwave • Conductor • Absorption	• Decay • Molars • Incisor • Digestive system • Intestine • Saliva • Oesophagus • Peristalsis	• Solid, • Temperature • Precipitation • Solidify • Gas • States of matter • Thermometer • Evaporation • Condensation
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	Year 5 Working Scientifically: • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.	Year 5 Working Scientifically vocabulary: • Variable factors • Precision • Diagrams • Annotations • Predictions • Casual relationships • Results • Labels • Accuracy
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Year 5	Earth and space	Forces	Materials	Animals including humans	Living things and their habitats
	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. 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	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	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	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 Describe the changes as humans develop to old age.	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

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	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 an opaque object		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.		
Vocabulary	• Orbit • Rotate • Axis • Solar • Time zone • Gibbous • Reflect • Spherical body • Satellite	• Friction • Air resistance • Water resistance • Newton meter • Surface area • Force • Gravity • Streamlined • Mechanisms	• Solid • Liquid • Gas • Soluble • Insoluble • Thermal insulator • Dissolving • Evaporating • Filtration • Irreversible • Reversible.	• Life cycle • Birth • Growth • Reproduction • Aging • Death • Animal • Mammal • Amphibian • Develop	• Movement • Respiration • Life cycle • Reproduction • Excretion • Nutrition • Sensitivity • Growth • Pollination • Metamorphosis • Dispersal • Fertilisation • Pollen

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Year 6 Working Scientifically:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 6 Working Scientifically vocabulary:

- Precision
- Classification key
- Tables
- Scatter graphs
- Explanations
- Refute
- Controlling variables

Year 6	Humans	Light	Living things and their habitat	Electricity	Evolution and inheritance
	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 by animals, including humans.	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 an opaque object Recognise that light appears to travel in straight lines. Use this knowledge to explain how we see things Explain that we see things because light travels from light sources to our eyes or from	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	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.	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 how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

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Vocabulary	• Circulatory system • Artery • Vein • Heart rate • Digestive system • Vessels • Impact • Lifestyle	• Light source • Light beam • Shadow • Reflection • Reflect • Opaque • Translucent • Transparent • Prism • Refraction	• Micro-organism • Bacteria • Virus • Fungi • Characteristics • Features • Classification key • Key	• Components • Electrical insulator, • Negative • Positive • Cell • Circuit • Renewable • Non-renewable • Conductor • Voltage	• Evolution • Trait • Inherited • Offspring • Variation • Mutation • Adaptation • Environment • Genetics
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Year 1 Working Scientifically: • observing closely, using simple equipment • Asking simple questions and recognising they can be answered in different ways • 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	Year 1 Working Scientifically vocabulary: • Question • Answer • Observe • Classify • Sort • Compare • Describe • Identify
Year 2 Working Scientifically: • observing closely, using simple equipment • Asking simple questions and recognising they can be answered in different ways • 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	Year 2 Working Scientifically vocabulary: • Data • Observe • Identify • Classify • Record • Equipment • Describe • Group
Year 3 Working Scientifically: • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, 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 diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Year 3 Working Scientifically vocabulary: • Accurate measurements • Prediction • Present • Conclusions • Evidence • Fair test • Gather • Record

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• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.	
Year 4 Working Scientifically: • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, 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 diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.	Year 4 Working Scientifically vocabulary: • Enquires • Comparative • Oral presentation • Written presentation • Reporting • Classify • Gathering • Findings Suggest improvements

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Year 5 Working Scientifically: • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments.	Year 5 Working Scientifically vocabulary: • Variable factors • Precision • Diagrams • Annotations • Predictions • Casual relationships • Results • Labels • Accuracy

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Year 6 Working Scientifically:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 6 Working Scientifically vocabulary:

- Precision
- Classification key
- Tables
- Scatter graphs
- Explanations
- Refute
- Controlling variables