Asla simala accessis	ans and sassanis		e answered in different wa							
Observe closely, u			answered in different wa	dys. A	Working scientifically	-				
Perform simple te				С	Statutory requirements					
Identify and classi	ify.			D	During years 1 and 2, pupils should be taught to use the following practical scientific					
Use their observat	tions and ideas to	o suggest answer	s to questions.	E	methods, processes and skills through the teaching of the programme of study content:					
Gather and record	d data to help in a	answering question	ons.	F	 asking simple questions and recognising that they can be answered in different ways 					
					observing closely, using simple equipment	7 / 7 ~ [14] [12]	1 V 1		0 1 1	
Autumn 1	Autumn 2	Spring 1	Spring 2 Sum	nmer 1 Summer 2	performing simple tests	E1/1	Identifying animal parts	Sommer 2	Animais	Different animal groups have some common body parts,
7 weeks	7 weeks	6 weeks		seeks 7 weeks	identifying and classifying	E2/2	Grouping animals	В	D	Fish, amphibians, reptiles, birds, invertebrates and mammals are groups of animals.
					using their observations and ideas to suggest answers to questions	E3/3	Sorting and pattern seeking	D	F	
					gathering and recording data to help in answering questions.	D1/4	Our pets	D	E	Living things need to be cared for in order for them to survive.
				Animals, includir	ng humans					Living things need water, food, warmth and shelter.
					-	D2/5	Carnivore, herbivore, omnivore	В	D	Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.
				Statutory require	ments	D3 / 6	Class pet	F A	D	Question words include what, why, how, when, who and which,
				Pupils should be t		2370	Chassper	E		Living things need to be cared for in order for them to survive.
				1	-					Living things need water, food, warmth and shelter.
				 identify and na birds and mam 	me a variety of common animals including fish, amphibians, reptiles,					Note: Could link to aspects of 'Innovate' (earthworm investigation)
						D4/7	Observation and simple tests	В	С	Simple tests can be carried out by following a set of instructions,
					me a variety of common animals that are carnivores, herbivores and	101 (0		F		
				omnivores		IS1 / 8 IS2 / 9		D D		* Identification & classification focus * Identification & classification focus
						IS2 / 4 IS3 / 10		C		" Investigation
				Statutory require	ments	IS4 / 11		F		* Gather t record data focus
					ompare the structure of a variety of common animals (fish,	IS5 / 12		E		* Report and conclude focus
				amphibians, re	ptiles, birds and mammals, including pets)					
					draw and label the basic parts of the human body and say which part					
				of the body is a	associated with each sense.					
						_				
									Weather	Sarconal Changes
						6/6~[12][12 E1/1	Experiencing the season	Spring B	Weather	Jesonia Cranges
						2.7,	Experiencing the season			Certain events and weather patterns happen in different seasons,
										The local environment is a habitat for living things and can change during the seasons.
						E2/X	Deciduous & evergreen trees	В	D	Plants are living things.
										Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees.
						E3 / 2 E4 / 3	Seasonal changes in deciduous trees Seasonal changes in deciduous animals	B B	E	Deciduous trees change across the four seasons. Changes happen to animals across the four seasons.
						E5 / 4	What is the weather?	B	F	Changes rapper to animals across the toor seasons. Modifier is a phasical process.
										Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud.
										The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.
						D1/5	Day Length	В	E	Day length is the number of hours of daylight,
						D2/6	Son's rays	B	C	Day length is longer in the summer months and shorter in the winter months in the UK. Using son cream and wearing a hat helps you to stay safe in the Son.
						DZ / 6	Juna ruga	E	C	Simple tests can be carried out by following a set of instructions,
						D4A/7	Measuring and recording temperature	В	F	Simple equipment can be used for measuring weather including windsocks, thermometers and rain guages.
						D5/8	Measuring precipitation	A	В	Note: Rain gauges required in advance (can make own).
						D3A/9	Measuring and recording the wind	B	C	Wind strength is measured by the Beaufort Scale,
						2.5/1/		F		Simple equipment can be used for measuring weather including windsocks, thermometers and rain guages.
						D6/10	Weather forecasting	А	Е	Talk about what they have done and say, with help, what they think they have found out.
						IS1-3 / 11	Let's investigate focus: Asking and answering questions	A	С	
						IS4-5 / 12	Let's investigate focus: Asking and	E		
							answering questions			
				Plants						
						5 ~ (5)	Year 1	Summer 1	Plants	Plant Parts
				Statutory require	ments	E1/1	Changes in plants	В	F	Changes happen to plants across the four seasons,
				Pupils should be t	aught to:					The local environment is a habitat for living things and can change during the seasons,
				 identify and na 	me a variety of common wild and garden plants, including deciduous	E2/2 E2/3	Identifying plants	D	-	The best selected and the left flower state of first
				and evergreen		E2/3 D1-2/4	Plant parts & diagrams Seeds and bulbs	B B	C	The basic plant parts include root, stem, leaf, flower, petal and fruit. With support, use simple equipment to measure and make observations.
				 identify and de 	scribe the basic structure of a variety of common flowering plants,		Investigating leaves	E		
				including trees		D3-4 / 5	Importance of plants	А		Question words include what, why, how, when, who and which.
						-	My plant	В	Е	Talk about what they have done and say, with help, what they think they have found out.
				Everyday materia	als					
						7~[7]	Year 1	Autonin	Materials	Everyday Materials
				Statutory require		E1/1	Introducing natural materials	В	D	A material is what an object is made from.
				Pupils should be t	aught to:					Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.

i upino oriodia do taugrit to.	E2/2	Human made materials	А	В	A material is what an object is made from.
distinguish between an object and the material from which it is made					Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.
 identify and name a variety of everyday materials, including wood, plastic, glass, 	E3/3	Identification and classification	В	F	With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
metal, water, and rock					Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
describe the simple physical properties of a variety of everyday materials	D1 / 4	Properties of materials	В	D	A property is a quality a material has.
			E		Materials with different properties have different uses,
 compare and group together a variety of everyday materials on the basis of their 					Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof.
simple physical properties.	D2/5	Venn diagrams	F		With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
	D3/6	Testing & recording materials properties	С	E	Simple tests can be carried out by following a set of instructions.
			F		A property is a quality a material has,
					Materials with different properties have different uses,
	EP/7	Investigation: Absorbent	С		* Simple test focus

Ask simple auestic	ons and recognise	se that they can b	e answered in dif	ferent wavs.	A							
Observe closely, u					В	Working scientifically		_				
erform simple te					С	Statutory requirements						
dentify and classi					D	During years 1 and 2, pupils sh	nould be taught to use the following practical scienti					
		to suggest answer			E		through the teaching of the programme of study con					
Sather and record	data to help in a	answering questi	ons.		F		d recognising that they can be answered in different	ways				
						 observing closely, using sin performing simple tests 	nple equipment	7 / 7 ~ [14] [13	31 Year 2	Autumn	Living Things	Hobitats
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	performing simple tests identifying and classifying		E1/1	Living and non-living things	D		Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.
7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	, , .	d ideas to suggest answers to questions					The seven life processes of living things are moving, breathing, using their senses, feeding, getting rid of waste, having offspring and growing.
							ta to help in answering questions.					
						0		E2 / 2	Identifuina olants and animals in a habitat	В	D	A habitat is a place where plants and animals live.
								LL/ L	actioning planes and animals in a rapidate	U		A microhabitat is a very small habitat.
								E3/3	Why do these animals live in a habitat?	F		A timeline is a linear diagram.
												A life cycle is a circular diagram.
												An animal's habitat must provide water, food, air and shelter for the animal to survive. Animals eat food that is found in their habitat. Herbivores eat plants. Omnivores eat plants and animals (meat). Carnivores eat other animals (meat).
								D1/4	Creating food chains	А	Е	Himmals eat 1000 that is tound in their nativat. Herovores eat plants, Omnivores eat plants and animals (meat), Carnivores eat other animals (meat). Food chains show how living things depend on one another for food, Plants always start a food chain because they are producers that make their own food using sunlight,
								51,7 1	Creating root crains		_	Contracts are a read using using separation on a service for read. I want a standard service for the service for read using a report of
								D2 / 5	Animal adaptations	В	С	Prey animals have different ways to avoid capture by predators.
										E		
								D3/6	Plant adaptations	В	С	Plants have adaptations that protect them from being eaten by animals,
				Links	ng things and t	their hebitete		IS1 / 7	Investigation	E	F	A habitat is a place where plants and animals live.
				Livin	ig things and t	their nabitats		151//	Investigation	н	-	A natural is a place where plants and animals live. Local habitats include parks, woodland and gardens, Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains,
												A habitat provides food, water, shelter and space,
				Statu	utory requirem	nents		152 / 8	Investigation	D		A habitat is a place where plants and animals live.
				Pupils	ls should be tau	ught to:						A microhabitat is a very small habitat.
				• ex	xplore and com	pare the differences betw	veen things that are living, dead, and th	ings				
					nat have never l		-	IS3 / 9	Investigation	А	-	Food chains show how living things depend on one another for food, Plants always start a food chain because they are producers that make their own food using sunlight.
				• ide	lentify that mos	t living things live in habit	ats to which they are suited and describ		Investigation Investigation	D		Food chains show how living things depend on one another for tood. Plants always start a tood chain because they are producers that make their own tood using swilight. Prey animals have different ways to avoid capture by predators.
				ho	ow different hat	bitats provide for the basic	c needs of different kinds of animals an		Investigation	В	Е	Explain how animals, including humans, need water, food, air and shelter to survive.
				pla	lants, and how	they depend on each other	er		-			Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.
				• ide	lentify and nam	ne a variety of plants and a	animals in their habitats, including micro	EP (O) / 12	Bird watching	А	D	An animal's habitat must provide water, food, air and shelter for the animal to survive.
				ha	abitats		_	_				Animals eat food that is found in their habitat, Herbivores eat plants, Omnivores eat plants and animals (meat), Carnivores eat other animals (meat),
				• de	escribe how an	imals obtain their food fro	m plants and other animals, using the i	dea EP (O) / 13	Bird watchina	B	D	* Set up observation area An animal's habitat must provide water, food, air and shelter for the animal to survive.
							ame different sources of food.	EP (O) / 13	Bird watering	E	D	Animals eat food that is found in their habitat. Herbivores eat plants, Omnivores eat plants and animals (meat), Carnivores eat other animals (meat).
										_		* Observation / classification focus
								6/6~ [6]	Year 2	Spring 1	Materials	Does of Materials
								E1/1	Exploring everyday materials	Spring I	E	Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
								E2 / 2	Shaping materials	E	_	Some objects and materials can be changed by squashing, bending, trutching, heating, cooling, mixing and being left to decay.
				Uses	s of everyday r	materials		E3/3	Bending, stretching, twisting and	В	С	Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay.
								D1/4	squashing Link properties to uses	A	Е	A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls,
				Statu	utory requirem	nents		D1/4	Gray propercies to data	н		A materials prigical properties make it suitable for particular purposes, such as glass for windows and prick for building walls. Objects can be made from one material, more than one material or different materials with similar properties.
				Pupils	ls should be tau	ught to:						
						-	ariety of everyday materials, including	D2 / 5	Testing paper	С	F	Results from an investigation can be used to answer a question,
							per and cardboard for particular uses					
							nade from some materials can be change	ed D3/6	The groblem with materials	R	C.	Ovestions can lield us find out about the world
						ending, twisting and streto		D3/6	The problem with materials	E		Civestions can help us find out about the world. Conservation activities include reducing, revising and recycling, composting, saving water and saving energy.
				by	, squasining, De							Conservation activities include reacting, recising and recigional, composting, saving anter and saving energy. Conservation activities protect the environment for people in the future.
												Plant Survival
								6 / 6 ~ [6] +1 s h	ort Year 2 Plants and their parts	Spring 2	Plants	Plant Survival Many plants grow from seeds or bulbs,
								IK/ I	r-uncs and their parts	н		Plants have roots, stems, leaves, flowers and fruit.
								E1/2	Exploring seasonal plants	В	D	A bulb contains a tiny plant and all the food needed to grow.
								E2/3	Germination investigation	В		A seed is a small object made by a plant that can grow into a new plant.
												Seeds need water and warmth to start growing (germinate).
												As the plant grows bigger, it develops leaves and flowers.
				Plant	its							The flowers of plants produce seeds,
												The flowers on some plants develop into fruit that contains seeds.
				Statu	utory requirem	nents		D1/4	Where do plants like to grow?	Е		Seeds also form inside cones. Results from an investigation can be used to answer a question,
								D1/4	concre do planto ake to grow:	-		применя и полити и полити по общения по
				Punile	ls should he to	right to:						
					Is should be tau	-	bs grow into mature plants	D2 / 5 +1	What do plants need to grow?	А	С	Plants need water, light and a suitable temperature to grow and stay healthy.

and stay healthy.	D3/6	Unusual plants	А		Questions can help us find out about the world,
	D3/6	Unusual plants	А		Questions can help us find out about the world,
	5/5~[5]	Year 2	Summer 1	Onimale / Humane	Homan Survival
	D2a/1	Exercise challenge	A	C.	Tests can be carried out by following a set of instructions,
Animals, including humans	,		E	_	A prediction is a best guess at what might happen in an investigation.
	E1/2	Human life cycle	F		Humans grow from baby to toddler to child to teenager to adult to elderly.
Ctatutanianianian	21/2	Tionan die ogen			A timeline is a linear diagram.
Statutory requirements					A life cycle is a circular diagram.
Pupils should be taught to:	E2/3	Human needs	А	F	Humans need water, food, air and shelter to survive,
 notice that animals, including humans, have offspring which grow into adults 	D1/4	Nutrition	A		A healthy lifestyle includes exercise, a balanced diet, good quality sleep and personal hygiene.
	517 1	Teo rook			Theating distingt mesons that one, a comment one, good spainty steep and personal riggions,
 find out about and describe the basic needs of animals, including humans, for 	D3/5	Good hygeine routines	А		Risks associated with an unhealthy lifestyle include illness, obesity, tooth decay and mental health problems.
survival (water, food and air)	combine	a z z z z z z z z z z z z z z z z z z z			Germs are microorganisms that can cause illness in humans.
 describe the importance for humans of exercise, eating the right amounts of differen 					Germs get into the body through the eyes, nose or mouth,
types of food, and hygiene.					Washing hands with soap and clean running water helps humans avoid getting ill and spreading germs to others.
7,7	D4/6	Why should we use soap	А	С	Tests can be carried out by following a set of instructions.
	combine	tong should be use soup	E	C	A prediction is a best quess at what might happen in an investigation.
	COMONE		_		The control to a contract group at an are magnet mapped in an investigation to
	7/7~[7]	Year 2	Summer 2	Animals / Humans	Animal Survival
	E1/1	Introducting invertebrates	D	Tulliand Tronsact	A habitat is a place where plants and animals live.
	, -		_		A microhabitat is a very small habitat,
					Invertebrates are animals without a backbone,
					Invertebrates include worms, molloscs, crustaceans, insects, arachnids and muriapods.
	E2 / 2	Microhabitats	D	F	A habitat is a place where plants and animals live.
	LZ / Z	1 IICTONIZOTACS	D	,	A microhabitat is a very small habitat.
	E3/X	Animal needs	А		An animal's habitat must provide water, food, air and shelter for the animal to survive,
	L3/ A	r omnuc NECUS	-		Animals eat food that is found in their habitat. Herbivores eat plants, Omnivores eat plants and animals (meat).
					Animais eat 1000 that is 100nd in their naoitat, Heroivores eat plants, Omnivores eat plants and animais (meat). Carnivores eat other animals (meat).
	E4/3	Microhabitat food chains	А		Food chains show how living things depend on one another for food, Plants always start a food chain because they are producers
Animals, including humans	L4/3	T HOT ONDOTORE TOOK CHARIES	н		that make their own food using sonlight,
	E5 / 4	Humanimpacts	А	F	that make their own tood using sunught. Humans can damage or destroy habitats. Their actions can harm and even kill living things.
	E5/4	Froman impacts	A	E	Humans can damage or destroy habitats. Their actions can harm and even kill living trings. Humans can help habitats. They can create new habitats, make habitats safer or provide food and shelter for living things.
Statutory requirements	D1 / 5	Life process of reproduction	А	D	Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog
Pupils should be taught to:	D1/5	Circ process of reproduction	н	U	Describe the basic the cycles of some laminar animals (egg, caterpliar, popu, buttering, egg, crick, cricken; spain, taapole, froglet, frog
 notice that animals, including humans, have offspring which grow into adults 	D2 / 6	Life cycles	D		Animals are born or hatch from eggs. The young grow and change until they become adults that can reproduce.
	combine	Life cycles	D		A life cycle can be drawn as a circular diagram.
 find out about and describe the basic needs of animals, including humans, for 	D3/6	Observing insect life cycles	А		Animals are born or hatch from eggs. The young grow and change until they become adults that can reproduce.
survival (water, food and air)	combine	Coser ving insect the cycles	C	5	
 describe the importance for humans of exercise, eating the right amounts of different 		C	E A	E	A life cycle can be drawn as a circular diagram.
types of food, and hygiene.	D477	Season changes	A	E	Pollination is the process where pollen is transferred from the male stamen to the female carpel of another flower of the same type. Questions can help us find out about the world and can be answered in different ways.

		se that they can b	e answered in dif	fferent ways.	A	Working scientifically					
bserve closely, u	using simple equi	ipment.			В						
erform simple te					С	Statutory requirements					
dentify and class	j.				D	During years 3 and 4, pupils should be taught to use the following practical scientific					
		to suggest answer			E	methods, processes and skills through the teaching of the programme of study content					
Sather and recor	rd data to help in	answering questi	ons.		F	asking relevant questions and using different types of scientific enquiries to answer them.					
						a catting up simple prosting anguiries comparative and fair tests	2 /2 Fard 800	V 0	Autumn	0:1/11	
Autumn 1	Automa 2			Summer 1	Summer 2	setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate	7/7~[14][12] e E1/1		Autumn	Animals / Humans	s Animal Nutrition and the Skeletal System
Automin 1 2 meeks	Autumn 2 7 meeks	Spring 1	Spring 2			measurements using standard units, using a range of equipment, including	e E1/1	Asking questions	А		Nutrition is the life process of making or finding food to eat.
7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	thermometers and data loggers					Humans must eat food and drink water to gain the nutrients they need to survive, Humans are omnivores, so they can eat both plant parts and animals.
						gathering, recording, classifying and presenting data in a variety of ways to help in					
						answering questions	E2 / 2	Balanced and nutritious ~ breadth & depth	А	D	Ovestions can help us find out about the world and can be answered in different ways. Homans get nutrition from what they eat.
						 recording findings using simple scientific language, drawings, labelled diagrams, 	E2 / 2	Balancea and nutritious ~ breadth & depth	А	D	Humans get nutrition from what they ear. It is important to have a balanced diet made up of the main food groups, including: proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads.
						keys, bar charts, and tables					Homans stay hydrated by drinking water,
						 reporting on findings from enquiries, including oral and written explanations, display or presentations of results and conclusions 	E3/3	Investigating fatty foods ~ breadth & depth	В	С	A prediction is a best guess for what might happen in an investigation based on some prior knowledge,
						 using results to draw simple conclusions, make predictions for new values, suggest 		investigating facing foods of causes vacque	F	U	The control of a cost getter for what magnet rapper in an interespectation occur on some prior tributances.
						improvements and raise further questions	E4 / 4	Animal diets	D		In the wild, animals' diets change over the year as the seasons change due to certain foods becoming available or unavailable.
						 identifying differences, similarities or changes related to simple scientific ideas and 	- /				
						processes					
						using straightforward scientific evidence to answer questions or to support their	D1/5	Bones	А	E	Humans have a skeleton and muscles for movement, support and protecting organs.
						findings.	D2/6	Joints	В	С	A joint is where two or more bones meet and connect.
									Е		Parts of the human body can bend easily because the skeleton has lots of small bones and joints,
							D3/7	Muscles	А	E	Muscles are soft tissue made up of many stretchy fibres.
				A	nimals, including	g humans					Muscles allow us to move, breathe and digest food.
											The three main types of muscle in the human body are skeletal, cardiac and smooth.
				0.4	tatutory requiren	nonte	D4/8	Skeleton Types	А	D	Vertebrates are animals with a spine.
											Invertebrates are animals without a spine,
				Pt	upils should be ta	ught to:					All vertebrates have an endoskeleton meaning their skeleton is found inside their body.
					identify that anir	mals, including humans, need the right types and amount of nutrition,					Invertebrates have an exoskeleton or no skeleton.
						annot make their own food; they get nutrition from what they eat	IS1 / 9	Investigation	А		* Scientific question focus,
							IS2 / 10	Investigation	С		* Investigation focus
						nans and some other animals have skeletons and muscles for	IS3 / 11	Investigation	В	С	* Observation focus
					support, protect	ion and movement.			F		* Gather / record data focus
							IS4 / 12	Investigation	E	F	* Report / conclude focus
							6/6~[12] m 1				Forces and Magnets
								Points of contact	Spring	Forces	
							E1/1		A	_	Some push and pull forces require direct contact.
							E2 / 2	Friction forces	В	E	Friction is a force between two surfaces as they move across each other. Friction slows down a movina object.
											Friction produces heat which can be a problem.
							/-		В	С	
							E3 / 3	Exploring force meters	E	С	Take measurements in standard units, using a range of simple equipment.
							E4a / 4	Measuring and recording frictional forces	В	С	Friction is a force between two surfaces as they move over each other;
							E44 / 4	r-leasoring and recording frictional forces	В	C	Smooth surfaces usually generate less friction than rough surfaces.
											Friction slows down a moving object,
							E4b/5	Measuring and recording frictional forces	Е	F	Data can be used to provide evidence to answer questions,
							L-10/5	. According that recording incommit forces		-	Data can be used to provide evidence to answer questions, * Report / conclude focus
											rupor s / common nocu
							D1/6	Magnetic forces	В	С	Magnetism is a non-contact force,
							, -	J	E	Ü	Magnets have two poles (north and south). Opposite poles (north and south) attract each other.
											Like goles (north and north, or south and south) regel each other.
							D2 / 7	Exploring Magnets	В	E	There are different types of magnets including bar magnets, horseshoe magnets and floating magnets,
							, -				Magnets have different strengths,
							D3/8	Magnetic fields ~ breadth & depth	В		Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.
							D4/9	Grouping and sorting magnetic materials	D		Magnetic materials are attracted to magnets,
								. , , , ,			Iron, cobalt, nickel and steel are magnetic metals. Other metals and materials such as plastic, paper, glass and wood are not magnetic.
							D5 / 10	Magnetic Earth ~ breadth & depth	Е	F	* Report / conclude focus
							D6/11	Use of magnets & friction ~ breath & depth	A	E	Questions can help us find out about the world and can be answered in different ways.
							5 ~ (5) +2 shor	Year 3	Summer 1	Light	Light and Shadows
							E1/1	Exploring light	В	С	Use switable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based
									E		on evidence collected, beginning to identify next steps or improvements.
							D1/1	Exploring shadows	В	С	A shadow is the same shape as the object that casts it because light travels in straight lines.
							Note: these two	sessions could potentially be combined into	E		Shadows always appear on the opposite side of the light source.
								one session am and one session pm for shadow	changes) to suppo	ort unit coverage.	
							E2/2	Identify and classify	В	E	A light source is something that produces light,
									D		A reflector is something that reflects light.
							E3 / 3	Investigating reflective materials			A prediction is a best guess for what might happen in an investigation based on some prior knowledge,
				Li	ght						Light can be reflected from different surfaces.
											Reflective materials are light in colour, shiny and smooth,
				St	tatutory requiren	nents					Less reflective and non-reflective materials are dark in colour, doll and rough.
							E4 / +1	Son safety	А		Light from the Sun is damaging for vision and the skin.
				Pu	upils should be ta	ught to:	whole class				People can protect themselves from the Sun by using sun cream, wearing sun hats and sunglasses and by staying indoors or in the shade.

 recognise that they need light in order to see 	things and that dark is the absence of	guided reading				Note: please could lesson be delivered within guided reading time (whole class) to ensure statutory co	overage.
light		E5 / X	Investigating son safety ~ breadth & depth	В	С	Light from the Sun is damaging for vision and the skin.	
notice that light is reflected from surfaces				E		People can protect themselves from the Son by using son cream, wearing son hats and songlasses and	by staying indoors or in the shade,
1							
 recognise that light from the sun can be danged 	erous and that there are ways to protect	D2 / 4	Opaque, transparent and translucent	В	Е	Opaque objects cast dark shadows,	
their eyes						Translucent objects cast lighter, blurry shadows.	
 recognise that shadows are formed when the 	light from a light source is blocked by					Transparent objects allow light to pass through them and do not create shadows,	
an opaque object		D3/5	Observing changes in shadows	В	Е	Shadows change when the light source or the object moves. The lower the light source the longer the	shadow.
 find patterns in the way that the size of shado 	ws change	D4 / +2	Research about light, reflectors and	А	E	Questions can help us find out about the world and can be answered in different ways.	
- Ind patterns in the way that the size of shade	Wo change.	whole class	shadows ~ breadth & depth			* Research focus	
		guided reading					
		7 ~ (7) +2 short	t Year 3	Summer 2	Plants	Plant Nutrition and Reproduction	
		E1/1	Focus on roots	B	E	Water is transported in plants from the roots, through the stem to the leaves.	
		2.71	TOCCO ON TOCCO		_	Plants need air, light, water, nutrients and room to grow, in order to survive.	
		E2a/2	Focus on stems	В	С	Water is transported in plants from the roots, through the stem to the leaves.	
Plants		E2b / 3	Focus on stems	E	F	Data can be used to provide evidence to answer questions.	
Fiailts		E3a/4	Investigating plant vessels ~ breadth &	А	В	A prediction is a best guess for what might happen in an investigation based on some prior knowledge.	
_		1	depth				
Statutory requirements		E3b / 4	Investigating plant vessels ~ breadth &	А	В	* Conclusion focus	
Pupils should be taught to:			depth	E		* Conclusion will need to be written up outside of science session e.g. guided reading time linked to res	search texts
						or early morning learning	
 identify and describe the functions of different 	parts of flowering plants: roots,	E4/5	Focus on leaves	В	С	Set up and carry out some simple, comparative and fair tests, making predictions for what might happe	in.
stem/trunk, leaves and flowers		,		E	F	Take measurements in standard units, using a range of simple equipment,	
 explore the requirements of plants for life and 	growth (air, light, water, nutrients from	D1/+1	Flowering plant life cycle	А	Е	The stages of a plant's life cycle include: germination, flower production, pollination, fertilisation, seed	formation and seed dispersal.
soil, and room to grow) and how they vary fro	m plant to plant	whole class guide	ed reading				
 investigate the way in which water is transpor 	ted within plants	D2/6	Flower anatomy	В	Е	Parts of a flower include the sepal, petal, stamen and carpel.	
				F			
 explore the part that flowers play in the life cy 		D3 / +2	Pollination	A	Е	Pollination is the process where pollen is transferred from the male stamen to the female carpel of an	other flower of the same type,
pollination, seed formation and seed dispersa	l.	whole class guide	ed reading			Questions can help us find out about the world and can be answered in different ways.	
		D4/7	Seeds and seed dispersal	А	D	Seeds can be dispersed by wind, animals, explosion and water.	
Rocks		0 "	1 7				
Rocks		Covered in geog		15-14			
			raphy unit. Arking sheet to be split into subjects to make exp	licit coverage clear,			
Rocks Statutory requirements				licit coverage clear,			
				licit coverage clear.			
Statutory requirements Pupils should be taught to:	rocks on the basis of their appearance			licit coverage clear.			
Statutory requirements Pupils should be taught to: compare and group together different kinds of	rocks on the basis of their appearance			licit coverage clear.			
Statutory requirements Pupils should be taught to: compare and group together different kinds of and simple physical properties				licit coverage clear.			
Statutory requirements Pupils should be taught to: • compare and group together different kinds of and simple physical properties • describe in simple terms how fossils are form				licit coverage clear.			
Statutory requirements Pupils should be taught to: compare and group together different kinds of and simple physical properties				licit coverage clear.			
Statutory requirements Pupils should be taught to: • compare and group together different kinds of and simple physical properties • describe in simple terms how fossils are form	ed when things that have lived are			licit coverage clear.			
Statutory requirements Pupils should be taught to: • compare and group together different kinds of and simple physical properties • describe in simple terms how fossils are form trapped within rock	ed when things that have lived are			licit coverage clear.			
Statutory requirements Pupils should be taught to: • compare and group together different kinds of and simple physical properties • describe in simple terms how fossils are form trapped within rock	ed when things that have lived are			licit coverage clear,			
Statutory requirements Pupils should be taught to: • compare and group together different kinds of and simple physical properties • describe in simple terms how fossils are form trapped within rock	ed when things that have lived are			licit coverage clear,			
Statutory requirements Pupils should be taught to: compare and group together different kinds of and simple physical properties describe in simple terms how fossils are form trapped within rock recognise that soils are made from rocks and	ed when things that have lived are organic matter.			licit coverage clear.			
Statutory requirements Pupils should be taught to: compare and group together different kinds of and simple physical properties describe in simple terms how fossils are form trapped within rock recognise that soils are made from rocks and	ed when things that have lived are organic matter.			licit coverage clear,			

	ions and recognic	se that they can be	e answered in diff	erent wave	4	Maddan adadification					
	using simple equip		e answered in diff	erent ways.	B	Working scientifically					
	ests.				С	Statutory requirements					
entify and clas					D	During years 3 and 4, pupils should be taught to use the following practical scientific					
	ations and ideas to				E	methods, processes and skills through the teaching of the programme of study content:					
er and reco	rd data to help in a	answering question	ons.		F	asking relevant questions and using different types of scientific enquiries to answer them.					
						setting up simple practical enquiries, comparative and fair tests	7 ~ [7]	Vace II	Outum 1	Former	Count
Aptomn 1	Autumn 2	Spring 1	Sorina 2	Summer 1	Summer 2	making systematic and careful observations and, where appropriate, taking accurate		Sound facts	A	Torces	Sound waves travel through a medium, such as air or water, to the ear,
7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	measurements using standard units, using a range of equipment, including	,				A sound source is something that vibrates and creates a sound, such as human vocal cords, part of a musical instrument or a piece of machinery.
						thermometers and data loggers					Volume is a measure, in decibels, how loud or quiet sound is.
						 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 	E1/2	Exploring sound	В	E	Applying more force to a sound source adds more energy and results in a louder sound.
						 recording findings using simple scientific language, drawings, labelled diagrams, 					Pitch is how high or low a sound is.
						keys, bar charts, and tables					Generally, the longer, looser, bigger and thicker the sound source is the lower the pitch.
						 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 					Generally, the shorter, tighter, smaller and thinner the sound source is the higher the pitch. Distant and direction of sound can be judged.
						using results to draw simple conclusions, make predictions for new values, suggest	F2 / 3	How does sound travel	R	F	Distant and arrection of sound can be graged. When energy is put into a sound source it starts to vibrate, These vibrations disturb tiny particles of air, They vibrate and collide with each other, creating sound waves.
						improvements and raise further questions	C2/3	T TOWN WOLLS SHOWN CHAPET		L	When the sound waves enter the ear, the eardrum vibrates. These vibrations pass through small bones, called ossicles, and are turned into electrical signals in the cochlea.
						 identifying differences, similarities or changes related to simple scientific ideas and 					They travel to the brain and are interpreted as sounds.
						processes					A sound wave diagram can be drawn as a wavy line with peaks and troughs,
						 using straightforward scientific evidence to answer questions or to support their findings. 					The distance between two peaks or troughs is called a wavelength.
						mongo.					The shorter the wavelength the higher the pitch of a sound. The longer the wavelength the lower the pitch of the sound,
											The smaller the peaks and troughs the quieter the sound. The larger the peaks and troughs the louder the sound.
							E3 / 4	How do we hear sounds	А		When energy is put into a sound source it starts to vibrate. These vibrations disturb tiny particles of air, They vibrate and collide with each other, creating sound waves.
											When the sound waves enter the ear, the eardrom vibrates. These vibrations pass through small bones, called ossicles, and are turned into electrical signals in the cocklea.
				Sound	d _						They travel to the brain and are interpreted as sounds, A sound wave diagram can be drawn as a wavy line with peaks and troughs,
				- Ooutil							A souna wave augram can be arounn as a wavy une with pears and troughs, The distance between two peaks or troughs is called a wavelength.
											The shorter the wavelength the higher the pitch of a sound. The longer the wavelength the lower the pitch of the sound.
					tory requirem						The smaller the peaks and troughs the quieter the sound. The larger the peaks and troughs the louder the sound.
				Pupils	should be tau	ught to:	D1/5	Moffling sounds ~ breadth € depth	В	С	Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.
				• ide	entify how sour	nds are made, associating some of them with something vibrating			E		
						brations from sounds travel through a medium to the ear		Volume and distance investigation	В	С	Scientific enquiries can be set up and carried out by following or planning a method.
					-			sessions could potentially be combined into	E		A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding.
				• fine	d patterns betv	ween the pitch of a sound and features of the object that produced it		or otherwise omitted if E1/E2 are done in de	tail and / or resour B	ces not available.	A fair test is one in which only one variable is changed and all others remain constant.
						ween the volume of a sound and the strength of the vibrations that	D3/6	Changing the volume of sounds	В	E	Sounds are louder when more energy is put into a sound source because the vibrations and sound waves are larger, The volume of sound is measured in decibels (dB).
				pro	oduced it		D4 / 7	Changing the pitch of sounds	B	Е	The volume or soons as measured in accioes (acts). Pitch is how high or low as soond is. Pitch is how high or low as soond is.
				• rec	cognise that so	ounds get fainter as the distance from the sound source increases.	51,77	Crisinging the prest of source	U	_	Generally, the longer, looser, bigger and thicker the sound source is the lower the pitch.
											Generally, the shorter, tighter, smaller and thinner the sound source is the higher the pitch.
				Living	g things and t	their habitats	7 ~ [7]		0.10	0.1.1.70	is Food and the Disestive sustem
								Ecosustems	Automn 2	Finimals / Human	An ecosystem is a community of living organisms and their environments that are interdependent.
				Statut	tory requirem	nents	2171	coogsens			Ecosystems have biotic, or living, features including plants, animals and microorganisms. They also have abiotic, or non-living, features including sunlight, water, air, soil and temperature.
				Punils	should be tau	ight to:	E2 / 2	Food chains	А	F	All the different food chains in a specific ecosystem can be linked together. These connected food chains are called a food useb.
											Food chains start with a plant (producer), show what animals eat within a habitat and how energy is passed on over time.
						ring things can be grouped in a variety of ways					A producer is a living thing that makes its own food for energy. Almost all producers are plants.
						classification keys to help group, identify and name a variety of living					Producers make their own food through the process of photosynthesis. Grass and seaweed are examples of producers.
				thi	ings in their loc	cal and wider environment					A consumer is a living thing that feeds on other living things. Most consumers are animals. Wolves and penguins are examples of consumers.
						nvironments can change and that this can sometimes pose dangers	Fa (a	01 1171		_	A predator is a consumer that hunts, kills and eats other animals for food, An animal is called prey if it is killed by a predator for food,
				to	living things.		E3 / 3	Changes in habitats	А	E	Habitats change over time, either due to natural or human influences. Oil living things daying the habitats factors of their accounts as to applied the profession and design of the habitats factors of their accounts as to applied the profession and design of the habitats factors of their accounts as to applied the profession and their accounts.
							D1/4	Purposes and parts	А	F	All living things depend on the biotic and abiotic features of their ecosystems to survive; therefore, any change to one part will affect all the other parts. The digestive system is responsible for digesting food and absorbing nutrients and water,
				Anima	als, including	humans	51/4	, отрозез ини ригсэ	А	-	The argestive system is responsible for argesting toda and adsorbing nutrients and water. The mouth, desophagus, small intestine and large intestine are organs of the digestive system.
							D2 / 5	Teeth types	А	В	A baby groups 20 primary teeth that start to fall out when a child is six years old. They are replaced by 32 adult teeth.
				Statut	tory requirem	ents			D		The four different types of teeth are incisors, canines, premolars and nolars.
											Incisors have sharp, straight edges for slicing and cutting food.
				1 1	s should be tau	•					Canines are pointed for gripping and tearing chewy food such as meat.
				• de	scribe the simp	ple functions of the basic parts of the digestive system in humans					Pre-molars and molars are wide and have cusps, for crushing and grinding up food so it is small enough to suadlow.
				• ide	entify the differe	rent types of teeth in humans and their simple functions	D3/6	Healthy teeth	А	F	Regular teeth brushing, limiting sugary foods and visiting the dentist are important for good oral hygiene.
				• co	nstruct and inte	erpret a variety of food chains, identifying producers, predators and					Questions can help us find out about the world and can be answered using scientific enquiry.
				pre			n-5 / 7+	Investigation			
					•			gion			
							6/6~[12][12]	Year 4	Spring	Materials	States of Matter
								Classifying solids, liquids and gases Particle theory	E		Some materials have properties of more than one state including: gels, powders and fooms. A conclusion is the answer to a question that uses the evidence collected,
								Melting, freezing, evaporation and	E B	-	A conclusion is the answer to a question that uses the evidence collected. Heating or cooling materials can bring about a change of state. This change of state can be reversible or irreversible.
							51/3	condensation	0	-	Heating or cooling materials can oring about a change of state. This change of state can be reversible or irreversible. Melting is the process of a solid changing into a liquid.
											Freezing is the process of a liquid changing into a solid.
											Evaporation is the process of a liquid changing into a gas.
							D2 / 4	Focus on water	В	С	Exipporation is the process of a liquid changing into a gas. Condensation is the process of a gas changing into a gas. Temperature is a measure of how hot or cold something is, it is measured in degrees (*) using an instrument called a thermometer.
							D2 / 4	Focus on water	B E	С	Evaporation is the process of a liquid changing into a gas. Condensation is the process of a gas changing into a liquid. Temperature is a measure of how hot or cold something is. It is measured in degrees (*) using an instrument called a thermometer. The three different scales temperature can be measured in are Celsius (*Cl.). Fahrenheit (*P) and Kelvin (*Ql. Ule use the Celsius scale in the UK.
							D2 / 4	Focus on water	B E	С	Exiponation is the process of a liquid changing into a gas. Condensation is the process of a gas changing into a gas. Tomperature is a measure of how hot or cold something is, it is measured in degrees (*) using an instrument called a thermometer.

										When liquid water is heated to 100°C, it begins to evaporate. This is called its boiling point. When gaseous water (water vapour) is
										When upon a later is nexted to 10.01-t, it begins to evaporate. This is called its boiling point. When gisebus water is nexted to 10.01-t, it begins to evaporate. This is called its onderion and in the called its confidence in confidence. This is called its confidence into confidence the issue called its confidence into confidence the issue called its confidence into confidence the issue called its confidence into confidence in the called its confidence into confidence in the called its confidence in
						D3a/5	Observing, measuring and recording	B	С	Observations can be made regularly to identify changes over time,
						534,5	changes over time	F	U	Godd rations can be made region if to menting changes that time.
							Changes over one			
						D3b / 6	Observing, measuring and recording	А	E	A line graph is a way of displaying data that might show a relationship between two things (variables), Many show changes over the time.
							changes over time ~ breadth & depth			A flat line means that there was no change over time.
										A line with a shallow curve means there was a gradual change over time.
										A line with a steep curve means there was a quick change over time.
						D4/7	Melting and boiling points,	А	F	On Earth, temperatures range from around -80°C at their lossest to around 50°C at their highest.
										Materials exist as solids, liquids or gases.
										A material's state on Earth depends on Earth's temperature because materials have different melting and boiling point,
						IS1 / 8	Investigation	В	С	Scientific enquiries can be set up and carried out by following or planning a method.
	s	tates of matter						Е		A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding.
						_				A fair test is one in which only one variable is changed and all others remain constant.
						IS2 / 9	Investigation	А		Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accorately.
	S	statutory requirement	ents			1327 1	INVESTIGATION			Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.
	P	upils should be tau	ght to:							
	<u> </u>	compare and aro	up materials	ogether. acco	rding to whether they are solids, liquids	IS3 / 10	Investigation	С	E	Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs),
		or gases	,							Take accurate measurements in standard units, using a range of equipment.
	<u> </u>	-	o materials s	nongo etata ::	han they are heated ar socied					Note: Investigation focus,
					hen they are heated or cooled, and ch this happens in degrees Celsius (°C)	IS4 / 11	Investigation	F		Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).
					ondensation in the water cycle and	IS5 / 12	Investigation	А	E	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and
		associate the rate	e of evaporati	on with tempe	rature.					identify next steps, improvements and further questions.
	_					_				
						5/7~[12][12]	Year 4	Summer	Electricitu	Electrical Circuits and Conductors
						E1/1	Components	В	D	A circuit is a collection of components connected by wires through which an electric current can flow.
						L., .	Сопроиско		J	A circuit must be a complete loop to work.
						E2 / 2	Makina series circuits	B		A series scrout has a single path for an electric corrent to flow through.
						E2 / 3	Fixing circuits	B	F	A series circuit must be a complete loop to work and have a source of power from a battery or cell.
						D1/4	-	А	E	A conclusion is the answer to a question that uses the evidence collected.
						D1/4	Conductivity	А		A conclusion is the answer to a question that uses the evidence collected. Electrical conductivity is a measure of a material's ability to allow an electric current to pass through it.
										Electrical conductors, like metals, have low resistence and allow electricity to flow through them. Non-conductive materials, like plastics, are often known as electrical insulators they do not let electricity through, they have high resistance.
								C.	_	
						D1-2/5	Investigating conductive and non-	L	E	Scientific engoines can be set up and carried out by following or planning a method.
							conductive materials			A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding.
										A fair test is one in which only one variable is changed and all others remain constant.
										Observations can be made regularly to identify changes over time.
						D1-3 / 6	Making switches	В	E	A switch makes or breaks a circuit,
										When a switch is closed or 'on', the circuit is complete.
										When a switch is open or 'off', the circuit is incomplete.
						D1-4/7	Understanding plugs	В	E	Working with electrical circuits can be dangerous.
										Electrical conductivity is a measure of a material's ability to allow an electric current to pass through it.
	E	lectricity		_						Electrical conductors, like metals, have low resistence and allow electricity to flow through them.
		- Countries								Non-conductive materials, like plastics, are often known as electrical insulators they do not let electricity through, they have high resistance.
						D1-5 / 7	Researching incandescent light bulbs ~	В	Е	Questions can help us find out about the world and can be answered using scientific enquiry.
	S	statutory requirement	ents				breadth & depth			
	P	upils should be tau	ght to:			D2-1/8	Progrmmable technologies	A	F	A programmable device is a machine that is provided with coded instructions for the automatic performance of a task.
	ш.	identify common	annliances th	at run on elec	tricity					A line graph is a way of displaying data that might show a relationship between two things (variables). Many show changes over the time.
		-			•					A flat line means that there was no change over time.
					entifying and naming its basic parts,					A line with a shallow curve means there was a gradual change over time.
		including cells, wi								A line with a steep curve means there was a quick change over time.
					imple series circuit, based on whether o	r D2-2/9	Simple programming	В	С	Remote control is controlling a machine or activity from a distance. Computers can be used to remotely control a device.
		not the lamp is pa	art of a compl	ete loop with	a battery			Е		
		recognise that a s	switch opens	and closes a	circuit and associate this with whether or					
		not a lamp lights				D2-3 / 10	Programming traffic lights	В	E	Unite a program to control a physical device, such as a light, speaker or buzzer.
	Ш.				sulators, and associate metals with bein					
	Ш.	good conductors.		uctors and in	sulators, and associate metals with bein	-				
		good conductors.				n-5 / n n-5 / 12	Investigation			
						11-5 / 12	Investigation			

		ise that they can b	e answered in diff	erent ways.	A	Working scientifically					
	using simple equ	ulpment.			В						
erform simple entify and clas					С	Statutory requirements					
					D	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	-				
		to suggest answe n answering quest			E	planning different types of scientific enquiries to answer questions, including					
tilei aliu leto	u data to neip iii	ii aiisweriiig quest	Olis.		F	recognising and controlling variables where necessary					
						 taking measurements, using a range of scientific equipment, with increasing 	7 ~ [7]	Year 5	Autonin 1	E / Space / S	Earth and Space
Automn 1	Automn 2	Spring 1	Spring 2	Sommer 1	Summer 2	accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and	E1/1	Centre of the solar system	А	E	Questions can help us find out about the world and can be answered using a range of scientific enquiries.
7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	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 	E1 / 2	The Earth, Son and Moon model	Ε		Earth orbits around the Sun. The length of time it takes for Earth to complete a full orbit is 365.25 days, one year.
						relationships and explanations of and degree of trust in results, in oral and written					The Earth completes one rotation on its axis in 24 hours, one day.
						forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or	E2/3			_	The Moon orbits the Earth once every 2.7.3 days and also rotates on its axis once every 2.7.3 days.
						 identifying scientific evidence that has been used to support or refute ideas or arguments. 	E2/3	Planets and stars are spherical	В	E	All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity polls all of a planet's material towards its centre, which compresses it into the most compact shape — a sphere.
							D1/4	Dautime and nightime	А		consumers as centure, numer compresses as into our most compact surger — a spinere. As Farth orbits the Sun it late spine on it is not do that the spine of the
							D1/ 4	Dugune ara ngrome			resident or
											Earth rotates to the east or if viewed from above the North Pole it rotates anti-clockwise, which means the Son rises in the east and sets in the west.
											As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time.
							D1/5	Sundials	В	С	Sundials block sunlight to cast a shadow. As the Earth rotates, the angle of the sunlight upon the sundial changes, and the shadow changes length and direction.
							D1/6	Day length and seasons ~ breadth & depth	Α		The tilt of the Earth's axis as it orbits the Sun changes the length of daytime and night time and creates different seasons.
							combine 6-7				When the Northern or Southern Hemisphere tilts away from the Son, it is winter. It gets less direct sonlight, the weather is colder, the daytime is shorter and the night time is longer.
											When the Northern or Southern Hemisphere tilts towards the Sun, it is summer. It gets plenty of direct sunlight, the weather is warmer, the daytime is longer and the night time is shorter.
				Eart	h and space						When it is winter in the Northern Hemisphere it summer in the Southern Hemisphere.
							D1/7	Times of day around the world ~ b & d	А	E	As Earth orbits the Sun, it also spins on its axis, it takes Earth a day (24 hours) to complete a full spin.
				State	utory requirem	nente	combine 6-7				During the day, the Son appears to move through the sky. The Sun is not moving the Earth is rotating.
											Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Son rises in the east and sets in the west.
				Pupi	ls should be tau	ught to:					As Earth rotates, different ports of it face the Sun, which brings what we call daytine. The part facing away is in shadow, which is night time.
				• d	lescribe the mo	vement of the Earth, and other planets, relative to the Sun in the	D2 / 8	The phases of the moon	E		The Moon is Earth's only natural satellite,
				S	olar system		combine 8-9	THE PRESES OF THE HIDDE			Ine Moon is Latrit's onig natural satesite. The Moon is book 385,000km from the Earth, The Moon is book 385,000km from the Earth,
					lescribe the mov	vement of the Moon relative to the Earth	COMDINE 8-4				The Pion is about acceptable from the Labor. The Moon is not a natural light source, Use can only see it because it reflects the Sow's light,
											All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses
						n, Earth and Moon as approximately spherical bodies					it into the most compact shape — a sphere.
						he Earth's rotation to explain day and night and the apparent	D2/9	Lunar and solar eclipses ~ breadth & depth	А	E	A solar eclipse happens a few times a year when the Moon passes directly between the Earth and the Son, blocking our view of the Son and casting a shadow on the Earth.
				m	novement of the	e sun across the sky.	combine 8-9				A lonar eclipse happens a few times a year when the Earth is in line between the Moon and the Son, casting a shadow on the Moon.
							7 ~ [7] +1 short	Year 5	Automn 2	Forces	Forces and Mechanisms
							E1/1	Gravity	В	Е	Gravitational force, or gravity is a non-contact, polling force between objects that have mass.
											Gravitational force increases as the mass of an object increases,
							E2 / 2	Mass and weight	В	-	The mass of the Earth is very large so it exerts a gravitational force large enough for its effects to be seen. Data can be recorded and displayed in different aways, including tables, bur and line charts, classification keys and labelled diagrams.
							E2/2	Plass and weight	В	r	
											A force meter can be used to measure an object's mass in grams (a) or kilograms (kg) and its weight in newtons (N). Many people commonly mix up and misuse the words mass and weight.
											Mass is the amount of matter that an object or substance contains.
											Weight is a measure of gravitational force which is different on for example Earth and the Moon.
							E3/X	Discovery ~ breadth & depth			
							D1/3	Friction	С	Ε	Friction, air resistance and water resistance are forces that oppose motion and slow down moving objects.
									F		Lubricants reduce the contact between two surfaces and therefore reduce frictional forces.
											Liquids, such as water and oil, are used as lubricants.
											Heat caused by friction can damage moving parts and stop machines from working.
											Friction can be reduced through streamlining or the use of lubricants and ball bearings between surfaces or using materials with different properties.
							D1/4	Air resistance	С	E	The larger the surface area of an object the greater the resistance, air or water, it will have when it moves. This will slow it down.
									F		Designing objects to have a smaller surface area and streamlined shape decreases resistance, air or water, and allows them to move more quickly through the air.
				Forc	es						Accorate observations can be made repeatedly or at regular intervals to identify changes over time.
				1-010			D1/5	Water resistance	С	E	The larger the surface area of an object the greater the resistance, air or water, it will have when it moves. This will slow it down.
									F		Designing objects to have a smaller surface area and streamlined shape decreases resistance, air or water, and allows them to move more quickly through the air.
				Stati	utory requirem	nents	02.44	Lucia	B	-	
				Pupi	ls should be tau	ught to:	D2/6	Levers	В	E	A lever is a simple machine that provides a mechanical advantage to make it easier to lift a heavy load.
						upported objects fall towards the Earth because of the force of	D2 / 7	Polleys	В	-	A lever consists of a lever arm, a folcrom, a load and effort. As the distance between the folcrom and the effort increases, the effort needed to lift a load decreases. A polley is a simple machine that provides a mechanical advantage to make it easier to lift a heavy load.
						upported objects fall towards the Earth because of the force of tween the Earth and the falling object	D2//	ronegs	В	E	
						- /					A polley consists of one or more grooved wheels and a rope. As the number of wheels, and the number of pieces of rope supporting the pulleys, increases, the effort needed to lift an object decreases, but the distance the rope has to be pulled increases.
						ts of air resistance, water resistance and friction, that act between					rope has to be power increases. Note: suggested demonstration and resource heavy, may pish to source simpler alternative if not viable.
				m	noving surfaces		D2 / +1	Gears	А	F	Note: suggested aemoistration quite resource neary, may uses to source simpler attendance in our value. Gears are tooled interlocking wholest that one be clase to early may use in the source simpler attendance in our value.
						ome mechanisms, including levers, pulleys and gears, allow a	whole class				Linking different sized gears creates a mechanical advantage, Smaller gears rotate more quickly and are easier to turn but do not provide much force, Larger gears rotate more slowly and are harder to turn but provide
						have a greater effect.	guided reading				more force.
							6/6~[12] [12]	Year 5	Spring	Animals / Humans	Human Reproduction and Ageing
							E1/1	Animal life cycles	A		Embryo, juverile, adolescent and adult are stages of a mammal's life cycle.
											Egg, larva (tadpole), adolescent and adult are stages of an amphibian's life cycle
											Egg, larva, popa and adult are the stages of some insects including butterflies, beetles and bees.
											Egg, baby, adolescent and adult are stages of a bird's life cycle.
							E2/2	Classifying animals	D		A mammal is a vertebrate, which means it has a backbone.
											Producing milk to feed their young, being warm blooded, giving birth to live young, having for or hair and breathing air with longs are the five key characteristics of mammals.
							E3/3	Typical mammalian life cycles	Α		All mammalian life cycles have the same processes of birth, growth, poberty and reproduction as well as the same stages. The duration of each life cycle stage is different for different mammals.

				_	
		Relationship between mammalian gestation and mass ~ breadth & depth	А	В	The gestation period is the time between conception and birth. In general mammals with a smaller mass have a shorter gestation period than mammals with a larger mass.
Living things and their habitats		gestution and mass ~ breadth & depth			
Living timigs and their nabitats	E5/5	Human Life Cycle	А		Data can be recorded and displayed in different ways, including tables, bur and line charts, classification keys and labelled diagrams. Homans are mannals and have a mannalian life cycle.
		Human Lite Cycle Human gestation stage	A	F	Homains are mannats and nave a mannation tre cycle. The homain gestation period is around 40 weeks, During this time, the organs, limbs and senses develop, and the foetus grows until it is ready to be born,
Statutory requirements			A B	C	The human gestation period is around 40 weeks, During this time, the organs, limbs and senses develop, and the toetus grows until it is ready to be born. Note: Investigation focus,
Pupils should be taught to:	02//	Human juvenile stage	В	C	Note: investigation roces.
,	07./0	House of the set of th	A		
describe the differences in the life cycles of a mammal, an amphibian, an insect and	D3 / 8	Human adolescent stage	А		Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness.
a bird					Homans go through characteristic stages as they develop towards old age.
describe the life process of reproduction in some plants and animals.					Puberty is the transition between childhood and adulthood.
describe the line process of reproduction in some plants and animals.					As humans age, many of the body's systems gradually decline, leading to the changes seen in older people.
	D4/9	Human growth charts ~ breadth &	А	F	Human growth charts are line graphs that show the predicted growth of juveniles and adolescents up to 18.
		depth			
Animals, including humans	D5 / 10	Human sexual reproduction	А		Homans reproduce sexually when a female egg is fertilised by a male sperm producing offspring that are different from the parents.
, annuals, morauma, manuals					Sexual reproduction is the process of producing offspring and is essential for the continued survival of a species.
					Asexwal reproduction involves one parent and produces offspring that is identical to the parent.
Statutory requirements	D6/11	Human adult ageing	А	Е	Questions can help us find out about the world and can be answered using a range of scientific enquiries,
Pupils should be taught to:			F		*Research / presentation focus
1	11 / 12	Investigation	С	F	
describe the changes as humans develop to old age.					
	12-5 / X	Investigation			
	5/7~[12][12]	Year 5	Summer	Materials	Properties and Changes of Materials
	E1/1	Testing properties	А	В	Materials can be grouped according to their basic physical properties.
			С		Properties of materials include: hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.
					A material's properties dictate what it can be used for.
	E2/2	Thermal conductivity	В	С	Accurate observations can be made repeatedly or at regular intervals to identify changes over time,
			E		Thermal conductors, such as metals, are materials that allow the transfer of heat,
					Thermal conductors are useful for quickly heating things up.
					Thermal insulators, such as wood, glass and plastic, are materials that do not transfer heat effectively,
					Thermal insulators are useful for keeping things at the same temperature.
					Note: Resource heavy session, some items if desired from the suggested list would need to be ordered in advance including
					theremocolour sheet, assorted metal strips, faradog film (request order from science budget).
	E3/3	Measuring change in temperature ~	B	C.	Take measurements in standard units, using a range of simple equipment.
		breadth & depth	6	U	tane measurements in Junior at the control of the c
		Testing thermal insulators	B	C	Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.
	L-14/ -1	lescing overmat resolutors	F	C	Data can be recorded and displayed in universely diagrams, and are chair is, classification keys and abelied daily ans.
			L		
	E4b / 5	Testing thermal insolators	E	c	A conclusion is an explanation of what has been discovered using evidence collected,
	E40 / 5	lesting thermal insolutors	E.	r	A concussion is an expansion or want is used for, A material's properties dictate what it can be used for, a material's properties dictate what it can be used for,
	Sr. / c	Calabria.			*Report / conclude focus
	E5 / 6	Solubility	В	C	Dissolving is when a solute (material) becomes incorporated into a solvent (liquid) and can no longer be seen.
	011/-	5 1 1 11 11	F		Solvibility is a measure of a material's ability to dissolve in a solvent.
	D1,1 / 7	Exploring mixtures - sieving	В	С	A mixture is a combination of two or more substances that aren't chemically joined and can be separated back into their individual substances.
					Heterogeneous mixtures consist of distinctly different substances and are easy to separate by classifying and grouping or sieving or filtering.
					Substances in homogeneous mixtures are evenly distributed and you cannot see the different parts, Homogeneous substances are difficult to separate.
Properties and changes of materials					Reversible changes include heating, cooling, melting, dissolving and evaporating.
					Irreversible changes include burning, rosting, decaying and chemical reactions.
Statutory requirements	D1,2a / 8	Exploring mixtures - filtering	В	С	A mixture is a combination of two or more substances that aren't chemically joined and can be separated back into their individual substances.
Statutory requirements					Heterogeneous mixtures consist of distinctly different substances and are easy to separate by classifying and grouping or sieving or filtering.
Pupils should be taught to:					Substances in homogeneous mixtures are evenly distributed and you cannot see the different parts, Homogeneous substances are difficult to separate.
compare and group together everyday materials on the basis of their properties,	D1,2b / 9	Exploring mixtures - filtering	В	С	Sieving can be used to separate large solids from liquids and some solids from other solids,
including their hardness, solubility, transparency, conductivity (electrical and			F		Filtering can be used to separate small solids from liquids.
moduling their naturess, solubility, transparency, conductivity (electrical and					Reversible changes include heating, cooling, melting, dissolving and evaporating.
thermal), and reconnec to magnete					Irreversible changes include burning, rusting, decaying and chemical reactions.
thermal), and response to magnets					
thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how	D1.3a / 10	Exploring mixtures - evaporating	В	С	Evaporating can be used to separate dissolved solids from liquids.
1 7 7	D1.3a / 10	Exploring mixtures – evaporating	B E	С	Evaporating can be used to separate dissolved solids from liquids, Reversible changes include heating, cooling, melting, dissolving and evaporating,
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	D1.3a / 10	Exploring mixtures – evaporating		С	
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		Exploring mixtures – evaporating Exploring mixtures – evaporating		C E	Reversible changes include heating, cooling, melting, dissolving and evoporating.
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, iguids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating			E	C E	Reversible changes include heating cooling, melting, dissolving and evoporating, Irreversible changes include borning, noting, decaying and chemical reactions,
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	D1.3b / +1	Exploring mixtures – evaporating	E	E E	Reversible changes include heating, cooling, netting, dissolving and evoporating, invoversible changes include borning, mating, decaying and chemical reactions. * Observation focus daily / record findings during early morning learning or alternative soltable time each day.
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, iguids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	D1,3b /+1 D1,4 / 11		E B		Reversible changes include heating cooling, melting, dissolving and evoporating, Irreversible changes include borning, noting, decaying and chemical reactions,
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	D1,3b/+1 D1,4/11	Exploring mixtures – evaporating Researching reversible mixtures ~ breadth t depth	E B		Reversible changes include heating, cooling, netting, dissolving and evaporating. Were emble changes include burning, resting, decopying and chemical reactions. **Observation focus daily / record findings during early acroning learning or alternative suitable time each day. Ask a uide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.
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	D1.3b/+1 D1.4/11	Exploring mixtures – evaporating Researching reversible mixtures ~	E B		Reversible changes include heating, cooling, netting, dissolving and evaporating, Investrable changes include burning, resting, decaying and chemical reactions. * Observation focus daily / record findings during early norwing learning or atternative solitable time each day. Ask a uide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can assuer them. Reversible changes include heating cooling, melting, dissolving and evaporating.
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	D1.3b/+1 D1.4/11 D2.1/12	Exploring mixtures – evaporating Researching reversible mixtures ~ breadth : depth Reversible and irreversible changes	E B		Reversible changes include heating, cooling, netting, dissolving and evaporating. Were emble changes include burning, resting, decopying and chemical reactions. **Observation focus daily / record findings during early acroning learning or alternative suitable time each day. Ask a uide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.
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	D1.3b/+1 D1.4/11 D2.1/12	Exploring mixtures – evaporating Researching reversible mixtures ~ breadth t depth	E B		Reversible changes include brating, cooling, netting, dissolving and evaporating, breversible changes include braving, resting, decaying and chemical reactions. **Observation focus daily / record findings during early morning learning or alternative soltable time each day. Ask a wide range of relevant scientific questions that threaden their understanding of the world around them and identify how they can assuer them. **Deversible changes include heating, cooling, melting, dissolving and evaporating, haveversible changes include braving, rating, dacaying and chemical reactions.
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	D1.3b/+1 D1.4/11 D2.1/12	Exploring mixtures – evaporating Researching reversible mixtures ~ breadth : depth Reversible and irreversible changes	E B		Reversible changes include heating, cooling, netting, dissolving and evaporating, Investrable changes include burning, resting, decaying and chemical reactions. * Observation focus daily / record findings during early norwing learning or atternative solitable time each day. Ask a uide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can assuer them. Reversible changes include heating cooling, melting, dissolving and evaporating.

	ions and recognis using simple equi	se that they can b	e answered in diff	erent ways.	A	Working scientifically	I				
erve closely, orm simple t		ipinent.			B C	Statutory requirements	1				
ify and clas					D	During years 5 and 6, pupils should be taught to use the following practical scientific					
		to suggest answer	s to questions.		Е	methods, processes and skills through the teaching of the programme of study content:					
and reco	d data to help in a	answering questi	ons.		F	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary					
						recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing					
umn 1	Automn 2	Spring 1	Spring 2	Sommer 1	Summer 2	accuracy and precision, taking repeat readings when appropriate	7 / 7 ~ [14] [14] E1 / 1	Role of the circulatory system	Automn	Circulatory System E	Circulatory System The heart, blood and blood vessels make up the circulatory system.
eks	7 meeks	Spring i Gineeks	6 weeks	5 weeks	7 weeks	 recording data and results of increasing complexity using scientific diagrams and 	E1/1	Role of the circulatory system	н	-	The circulatory system moves blood around the body.
and .	7 WEELG	O MCC.IC	o weeks	D WOLKS	, accid	labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests	E2 / 2	Structure and function of the heart	В	E	The heart is a muscular organ that pumps blood around the body through the blood vessels.
						using less results to make predictions to set up further comparative and rail tests reporting and presenting findings from enquiries, including conclusions, causal					Note: Alternative to sheep hearts (previous replica experiment?)
						relationships and explanations of and degree of trust in results, in oral and written	E3/3	The function of blood	В	С	Blood is a substance that carries oxygen, other nutrients and hormones around the body. It also carries carbon dioxide and other waste products so they can be excreted.
						forms such as displays and other presentations			Е		Blood is made up of plasma, platelets, red blood cells and white blood cells.
						 identifying scientific evidence that has been used to support or refute ideas or arguments. 					Plasma is a yellowish liquid, mainly water. It carries red blood cells, white blood cells and platelets around the body.
						-	J				Red blood cells carry oxygen and carbon diavide around the body. White blood cells fight infection and other diseases,
											Platelets are small cell fragments that clump together to stop bleeding from a cut in a blood vessel.
							E4 / 4	The structure and function of blood vessels	А	E	Blood vessels are tubes inside the bodu.
											The three types of blood vessels are arteries, capillaries and veins.
											Arteries carry blood from the heart to the rest of the body.
											Capillaries commect arteries to veins. They allow oxygen and other nutrients to pass from the blood to the tissues, and carbon dioxide and other waste materials to
											pass from the tissues to the blood,
							D1.1/5	Measuring heart rate	0		Veins carry blood from around the body back to the heart. Resting heart rate is the number of times a heart beats per minute when a person is at rest.
							DI.175	r reasoning near crace	F	C	Resting heart rate is the number of times a heart beats per minute when a person is at rest. Heart rate increases during exercise because the body requires more oxygen to meet its needs,
											Heart rate can be measured by recording the pulse at different points of the body.
											A heart rate monitor can also be used to measure the pulse,
											Accorate observations can be made repeatedly or at regular intervals to identify changes over time, identify processes and make comparisons.
							D1.2 / 6	Proving a hypothesis	С	F	Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.
							D1,3 / 7	Heart rate investigation	В	C	Exercise benefits your heart by lowering blood pressure, reducing weight, strengthening moscles and lowering stress,
							D1,3 / /	Tiear Crace investigation	F	C	Exercise definitions from the first transfer and the first transfer and the first transfer and the first transfer and tran
							D2,1/8	Classifying foods	А	E	The Eatwell guide presents the foods and drinks that contribute to a healthy balanced diet.
											The five food groups are: fruit and vegetables, carbohydrates, dairy and alternatives, proteins and oils and spreads.
											Some foods, especially highly processed ones, are high in sugar, salt and fat are not necessary for a healthy, balanced diet.
											Eating more than the recommended daily amounts of saturated fat, sugar and salt can have a harmful effect on the circulatory system, such as causing
											high blood pressure and an increased risk of heart disease, Nutrition labels on ore—ackaged food helo us to know what is in the food we eat.
				Anin	mals including	humans					Nutrition labels on pre-packaged tood help us to know what is in the tood we eat. Nutrition labels are often displayed using a traffic light system, so consumers can easily see whether the food contains high (red), medium (orange) or
							1				low (green) amounts of sugar, salt and saturated fat,
				State	utory requiren	nents	D2.2 / 9	The effects of smoking, alcohol and drugs	А	E	Smoking, drugs and alcohol can have a negative impact on the circulatory system.
				Pupi	ils should be tai	ught to:					Smoking can result in cancer and heart disease,
				• ic	dentify and nam	ne the main parts of the human circulatory system, and describe the					Alcohol can cause high blood pressure and increased stroke risk.
						heart, blood vessels and blood					Drugs can cause collapsed veins and cardiac arrest,
				- re	ecognise the im	npact of diet, exercise, drugs and lifestyle on the way their bodies	IS1 / 10	Investigation	А		* Scientific question focus,
				ft	unction		IS2 / 11	Investigation	А		* Investigation plan focus
				• d	lescribe the way	ys in which nutrients and water are transported within animals,	IS3 / 12	Investigation	С		* Carry out investigation
				ir	ncluding human	os.	IS4 / 13	Investigation	F		* Collect / record data focus
							IS5 / 14	Investigation	E	F	A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.
							6/6~[121 [10]	Year 6	Sorina	Evolution and Inheritance	Evolution and Inheritance
							E1/1	Classifying fossils	A	D D	The fossil record and the DNA of living and extinct things provide evidence of evolution.
											The first and widest level in the biological classification system is called a kingdom, the second a phylum, then class, order, family, genus and species.
											There are five kingdoms: animals, plants, fungi, protists and monerans.
											Members of each kingdom have features in common.
							E2 / 2	Theory of evolution	0	-	Living things are classified into groups, according to common observable characteristics and based on similarities and differences. The theory of evolution was developed in the 19th century by the naturalists Charles Danoin and Alfred Russel (Ubilace,
							EZ / Z	Theory of evolution	Н	E	The theory of evolution was developed in the 19th century by the naturalists Charles Damoin and Altred Rossel (Wallace, The theory states that: all life on Earth has evolved from simple life forms to more complex ones over time; all life on Earth has common ancestors and
											is therefore related, and; living things with characteristics most soited to their environment are more likely to survive and reproduce,
							D1.1 / 3	Inheritence	В	E	Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.
											Inheritance is when living things pass on characteristics following sexual reproduction, such as height, skin colour and eye colour,
											Variation is the natural differences in characteristics between individuals of the same species.
											Continuous variation contains a range of values, such as the height or mass of different individuals of the same species,
							D12 /#	Natural selection and survival of the fittest	C	-	Discontinuous variation has a certain number of outcomes, such as eye colour and blood groups.
				Evol	lution and inhe	eritance	D1,2 / 4	ryatural selection and survival of the fittest	Ċ	E	An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Natural selection is also known as 'survival of the fittest' because favourable traits help an organism survive and pass on their genes through reproduction.
				240	on ana min		D1.3 / 5	Exploring plant adaptions.	C.	F	Natural selection is also known as survival of the Intest occase ravovrable trains help an organism survive and pass on their genes through reproduction, A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.
				04.1	udami monito		0.070	and a second sec	F		The three different types of plant adaptations are structural, behavioural and chemical.
				State	utory requiren						Structural adaptations include modified leaves, roots and trunks.
											Behavioural adaptations include movement towards the Sun and regulated growth.
				Pupi	ils should be tai	ugnt to:					
				• re	ecognise that li	ving things have changed over time and that fossils provide					Chemical adaptations include the presence of stings and poisons.
				• re	ecognise that li	-	D1.4/5	Artificial selection – breadth and depth	А	E	Chemical adaptations include the presence of stings and poisons. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.
				- re	ecognise that li	ving things have changed over time and that fossils provide			А	E	Chemical adoptations include the presence of stings and poisons. A conclosion is an epiparation of shark has been discovered, pring correct, precise terminology and collected evidence. Animals and plants can be traft to produce offighing with specific and desired characteristics. This is called a decitive breeding.
				• re	ecognise that lin information about ecognise that lin	ving things have changed over time and that fossils provide ut living things that inhabited the Earth millions of years ago		Artificial selection – breadth and depth Investigation	A A	E	Chemical adaptations include the presence of stings and poisons. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.

ways and that adaptation may lead to evolution.	IS2 / 7	Investigation			Take accurate, precise and repeated measurements in standard units, using a range of chasen equipment.
		Investigation	В	С	tions second they proceed that repetition intended in administration of the second they carry a runge of critical intended in a second they carry a runge of critical intended in a second they carry a runge of critical intended in a second they carry a second the second they carry a second they carry a second they carry a sec
	IS3 / 8	Investigation	А	Е	Bar charts can be used to display for discontinuous variation when there is a set number of outcomes, such as eye colour and blood groups.
Living things and their habitats					Line graphs can be used to display continuous variation when there is a range of values, such as the height or mass of different individuals of the same species.
					Scatter graphs can be used when looking for a correlation between two data sets.
Statutory requirements	IS4 / 9	Investigation	А	Е	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions,
				-	Use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions,
Pupils should be taught to:					Make predictions for what they might observe,
 describe how living things are classified into broad groups according to common 	IS5 / 10	Investigation	А	E	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions,
observable characteristics and based on similarities and differences, including micro-	135710	INVESTIGATION	- 11	-	Use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions.
organisms, plants and animals					Make predictions for what they might observe,
 give reasons for classifying plants and animals based on specific characteristics. 					
give reasons for classifying plants and animals based on specific characteristics.					Ask and answer deeper and broader scientific questions about the local and wider world.
					Build on and extend their own and others' experiences and knowledge.
	5 ~ [5] +2 short	Year G	Sommer 1	Electricity	Electrical Circuits and Components
	E1/+1	Recognised circuit symbols	А	E	
	E2 / +2	Recording circuits	В	E	
	E2/1	Exploring circuit components	В	С	A circuit needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals.
			E		An electric current is the flow of electric charge around a circuit. The electric current flows from the cell through all the components and back to the cell.
					When a switch is open, it creates a gap and the corrent cannot travel around the circuit.
					When a switch is closed, it completes the circuit and allows a current to flow all the way around it.
					Accurate observations can be made repeatedly or at regular intervals to identify changes over time, identify processes and make comparisons.
	D1/2	Voltage and cells	В	С	Electric current is measured using an anumeter.
			E		The force that pushes electric charge around a circuit, called the voltage, is measured using a voltmeter.
					A multimeter measures both electric current and voltage,
	D2/X	Researching batteries and cells			
Electricity		- breadth & depth			
	D3/3	Investigating voltage	В	С	Voltage is measured in volts (V).
Statutory requirements	1		E		The bigger the voltage, the more electrons are pushed through the circuit.
Statutory requirements			_		The more voltage flowing through a lamp, buzzer or motor, the brighter the lamp, the louder the buzzer and the faster the motor.
Pupils should be taught to:	D4/4	Programming Tasks	В	С	Decomposition is breaking drown a problem down into smaller parts to make it easier to process and following a sequence of instructions,
 associate the brightness of a lamp or the volume of a buzzer with the number and 	D4/4	Programming tasks	F	C	
			E		Decomposition is useful for checking programs and debugging because it saves time.
voltage of cells used in the circuit					
 compare and give reasons for variations in how components function, including the 	00/0	0 14 7 1			
 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 	D5/5	Sensors and Monitoring	В	С	Many devices that we see in our homes and elsewhere use programmable sensors that monitor environmental variables, such as light, sound,
brightness of bulbs, the loudness of buzzers and the on/off position of switches			B E	С	Many devices that we see in our homes and elsewhere use programmable sensors that monitor environmental variables, such as light, sound, movement and temperature.
	Note: these two	essions could potentially be combined into	Е	С	
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two		Е	C not available.	
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two	essions could potentially be combined into	Е	C not available.	
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two s a science am / pm	essions could potentially be combined into or otherwise omitted if E1/E2 are done in detail	E and / or resources (movement and temperature.
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two: a science am / pm	essions could potentially be combined into or otherwise omitted if EI/E2 are done in detail Year G	E and / or resources of Summer 2	Light	movement and temperature. Light Theory
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two s a science am / pm	essions could potentially be combined into or otherwise omitted if E1/E2 are done in detail	E and / or resources (Movement and temperature. Light Theory Lasers are interes beans of light and they should never be pointed at people's faces or aircraft.
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two: a science am / pm	essions could potentially be combined into or otherwise omitted if EI/E2 are done in detail Year G	E and / or resources of Summer 2	Light	Movement and temperature. Light Theory Lisers are intense beans of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.
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brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two: a science am / pm	essions could potentially be combined into or otherwise omitted if EI/E2 are done in detail Year G	E and / or resources of Summer 2	Light	Movement and temperature. Light Theory Lisers are intense beans of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light answers tower faster than sound waves. Light speed is nearly 300 million metres per accord, the fastest thing in the onliverse. The light convex travels in a straight line from the light source to an object. Reflected light bounces off in a straight line at an angle equal to the angle of impact.
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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.	Note: these two: a science am / pm 7~[7] E1/1	essions could potentially be combined into or otherwise omitted if EV/E2 are done in detail Veur 6 How does light travel? How do se see?	E and / or resources of Summer 2 B	Light E	Light Theory Light are intense beans of light and they should never be pointed at people's faces or aircraft. A conclusion in an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light ancest tower factor this sound across. Light ancest tower factor this sound across. The light accrest review in a straight line from the light source to an object. Reflected light booker of in a straight line at an angle equal to the angle of impact. Light unever in diagrams are drawn as straight lines with arrowheads that show the direction of travel. Data on he recorded and displayed in different ways, including lates, but and line charts, scatter prophse, classification keys and latelled diagrams.
brightness of bulbs, the loudness of buzzers and the on/off position of switches	Note: these two: a science am / pm 7~[7] E1/1	essions could potentially be combined into or otherwise omitted if EV/E2 are done in detail Veur 6 How does light travel? How do se see?	E and / or resources a Sommer 2 B	Light E	Light Theory Lears are intense beans of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light answers travel factor this sound source. Light appear is nearly 300 million methy per sercond, the fastest thing in the universe. The light awares travels in a straight line from the light source to an object. Deflected light boonces off in a straight line at an angle equal to the angle of impact. Light awares travels may be a straight line with a remarked that show the direction of travel. Data can be recorded and displayed in different ways, including tables, but and line charts, scatter graphs, classification large and labelled diagrams. Explain that, due to look light travels, we can see things because they give out or reflect light into the eye.
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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. Light Statutory requirements Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen	Note: these two is a science am / pm 7 – [7] E1/1 E2/2 E3/3 E4/3 D1/4	essions could potentially be combined into or ortherwise omitted if EV/E2 are done in detail Vear a. How does light travel? How do use see? Visible Light Shadows	Summer 2 B A A F B B	Light E F E C	Light Theory Lears are intense bears of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light awares travel finite this sound aware. Light awares travel finite this sound aware. Light awares travel finite this sound aware. Light awares travels in a straight line from the light source to an object, Exelected light boonces off in a straight line at an angle equal to the angle of impact. Light awares travels in a straight line from the light source to an object, Exelected light boonces off in a straight line at an angle equal to the angle of impact. Light awares indepensate and explanation and provided tables have direction of travel. Data can be recorded and displayed in different was, including tables, for and line charts, scatter grayles, classification keys and labelled diagrams. Explain that, due to how light travels, we can see things because they give out or reflect light to the eye. Report on and validate their findings, assumer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate from opinions, pose firther questions and make predictions for what they might observe. Unless a light source is close to an opject, the shadow is large because the object is blocking more of the light coming from the source. As a light source is close to an object, the shadow gets smaller because the object blocks less light coming from the source. Place mirror are flut, concave mirrors cover inswards and convex mirrors cover observed.
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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. Light Statutory requirements Pupils should be taught to: • 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	Note: these two: a science am / pre- a science am / pre- 7 - [7] E2 / 2 E3 / 3 E4 / 3 D1 / 4 D2 / 5 D3 / 6	essions could potentially be combined into or otherwise omitted if EI/E2 are done in detail Vear G. How does light travel? How do se see? Visible Light Colour Percaption – breadth 4 depth. Shadows Reflections	Summer 2 B A A A F A C	Light E F E C B	Light Theory Laxers are interese beans of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light access tower fates than sound waves. Light access tower tower fates than sound waves. Light access tower is not a straight line from the light source to an object. Exflicted light becomes off in a straight line at an angle equal to the angle of impact. Light access tower fates than sound waves. Data can be recorded and displaged in different ways, including tables, but and line charts, scattering project, classification keps and labelled diagrams. Explain that, due to how light travels, we can see things because they give not or reflect light tower graves, classification keps and labelled diagrams. Explain that, due to how light travels, we can see things because they give not or reflect light tower graves. Report on and validate their findings, memor questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology separate firm opinions, pose for their questions and make predictions for what they might observe. Uhen a light source is close to an object, the shadow is large because the object is blocking more of the light coming from the source. As a light source moves forther away from an object, the shadow gets smaller because the object is blocking more of the light coming from the source. Place mirror are fall, coaccer mirrors cover invants and concernants the right of give thoirs less light coming from the source. Place mirror realizations are the same size, and the right any op hat then a foot point. Concern environ ensigned to large and concernants the right and upon longer tower. Specialized explorant is used to take accordant measurements in standard works including light ensors measuring light intensity like). Specialized explanent is used to take accordant measurements in standard works i
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. Light Statutory requirements Pupils should be taught to: • 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	Note: these two : a science am / pm	essions could potentially be combined into or otherwise omitted if EI/E2 are done in detail Vear a How does light travel? How does light travel? Visible Light Colour Perception – breadth; depth Shadows Reflections	Swener 2 B A A A F A C C	Light E F E C B	Light Theory Lears are intense beans of light and they should never be pointed at people's faces or aircraft. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Light unever travel feater this sound waves. Light appear is many 300 million metry per second, the fistest thing in the vaiverse. The light appear is many 300 million metry per second, the fistest thing in the vaiverse. The light appear is many 300 million metry per second, the fistest thing in the vaiverse. Light moves travel in a straight line from the light source to an object. Perfected light bowness off in a straight line at an angle equal to the angle of impact. Light moves in diagrams are drawn as straight lines with arrowheads that show the direction of travel. Data can be recorded and diaglaged in different ways, including tables, but and line country, scatter graphs, classification leaps and labelled diagrams. Exploit that, due to low light travels, we can see things because they give not or reflect light into the eye. Report on and validate their findings, answer questions and justific their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate for from opinions, pose further questions and make predictions for what they might observe. As a light source is close to an object, the shadow is large because the object is blocking more of the light coming from the source. Place mirror are flat, concount mirrors cover invands and convex mirrors cover observed. Concount mirrors are flat, concount mirror source invands and convex mirrors cover observed. Concount mirrors are flat, concount mirror source invands and convex mirrors cover observed. Concount mirrors are flat, concount mirror and disperse light which reflects a unider vian. Specialized epoplement is used to take counter measurements in standard wine is induced in glight enterests (loud).