

Smith's Wood Primary Academy

Science Curriculum – Skills and Knowledge progression document



https://www.hamilton-trust.org.uk/science/

https://www.stem.org.uk/primary-science

https://www.bbc.co.uk/teach/terrific-scientific

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
		Working Scientifically – Plann	ing recording and evaluating		
Can you ask scientific questions?	Can they perform a simple	Can they ask scientific questions?	Can you use scientific evidence	Can they plan a scientific	Can they plan a scientific enquiry?
	test?		•	enquiry?	Can they report on your findings using
Can they answer simple scientific questions?	Can they use their	Can they start to think about how to			tables, graphs, conclusions and
scientific questions:	observations and ideas to	set up a scientific enquiry?			evaluations?
Can they carry out a simple	suggest answers?	Can they make simple observations?		·	Compthere was and account adopt be and a
scientific investigation?	Can thou ask simple questions			can they take measurements	Can they record accurate data based on their investigation.
	Can they ask simple questions by recognising they can be	Can they gather data appropriately?		using a range of equipment?	enem mit estigation.
	answered in different ways?		both orally and written?	Can they report and present	
		Can they present their findings?		their findings from an	
		Can they draw simple conclusions	carrier, receive acring carreners	explanation.	
		from their investigation?			
		Mater	rials		
Can they distinguish between an	Can they identify and compare	Can they compare and group		Can they compare and group	
	the suitability of a variety of	together a variety of everyday		together everyday materials on	
t is made?	everyday materials, including wood, metal, plastic, glass, brick,	materials on the basis of whether they are attracted to a magnet, and		the basis of their properties, including their hardness,	
Can they identify and name a	rock, paper and cardboard for	identify some magnetic material?		solubility, transparency,	
variety of everyday materials,	particular uses?	, come magnetic material		conductivity (electrical and	
ncluding wood, plastic glass, metal,				thermal), and response to	
water and rock?	Can they find out how the shapes			magnets?	
	of solid objects made from some			Con the constitute was a least of an	
Can they describe the simple physical properties of a variety of	materials can be changed by squashing, bending, twisting and			Can they give reasons, based on evidence from comparative and	
everyday materials?	stretching?			fair tests, for the particular uses	
	Stretching:			of everyday materials, including	
Can they compare and group	https://www.hamilton-			metals, wood and plastic?	
together a variety of everyday	trust.org.uk/science/year-2-				
materials on the basis of their simple physical properties?	science/everyday-materials-			https://www.hamilton- trust.org.uk/science/year-5-	
simple physical properties:	materials-matter/			science/properties-materials-	
https://www.hamilton-	https://www.hamilton-			music-festival-materials/	
trust.org.uk/science/year-1-	trust.org.uk/science/year-2-				
science/everyday-materials-lets-	science/everyday-materials-				
<u>build/</u>	squash-bend-twist-stretch/				
https://www.hamilton-					
trust.org.uk/science/year-1-					
science/everyday-materials-					
marvellous-materials/					
		Animals include	ding humans		
Can they identify and name a	Can they explore and compare	Can they identify that animals,		Can they describe the difference	Can they describe how living things are
variety of common animals	the differences between things	including humans, need the right		in the life cycles of a mammal,	classified into broad groups according
ncluding fish, amphibians, reptiles,	that are living, dead, and things	,		an amphibian, an insect an a	to common observable characteristics
birds and mammals?	that have never been alive?	they cannot make their own food:			and based on similarities and differences, including micro-organisms
Constitution in a series of the series of th			plants)?		plants and animals?
Can they identify and name a variety of common animals that are	Can they identify that most living things live in habitats to which	eatr	Can they use a classification key	Can they describe the life	
carnivores, herbivores and		Can they identify that humans and			Can they give reasons for classifying
omnivores?	different habitats provide for the	some other animals have skeletons	name a variety of living things in		plants and animals based on specific characteristics?
	basic needs of different kinds of	and muscles for support, protection	their local wider environment?	Can they describe the changes	endracteristics.
Can they describe and compare the	animals and plants, and how they	and movement?			Can they identify and name the main
structure of a variety of common	depend on each other?	hadana (famous la assetta as	Can they recognise that		parts of the human circularity system
animals (fish, amphibians, reptiles, birds and mammals including pets)?	Can they identify and name a	https://www.hamilton- trust.org.uk/science/year-3-	environments can change and that this can sometimes pose		and describe the functions of the hear blood vessels and blood?
on as and manimus merdanig pets)!	variety of plants and animals in		dangers to living things?	science/living-things-and-their-	
Can they identify, name, draw and	their habitats including	keeping-healthy/		hahitats-art-living/	Can they describe the ways in which
abel the basic parts of the human	microhabitats (eg woodlice under		Can they construct and interpret		nutrients and water are transported within animals and humans?
body and say which part of the body	stones, logs or leaf litter)?			https://www.hamilton-	within animais and Humans!
s associated with each sense?	Can thou describe be a second		identifying producers, predators and prey?	trust.org.uk/science/year-5-	https://www.hamilton-
https://www.hamilton-	Can they describe how animals obtain their food from plants and		and prcy:	science/animals-including- humans-life-explorers/	trust.org.uk/science/year-6-
trust.org.uk/science/year-1-	other animals using the idea of a		Can they describe the simple	паптапъ-ше-ехрюгегъ/	science/classification-connoisseurs/
science/animals-including-humans-	simple food chain and identify and		functions of the basic parts of		https://www.hamilton-
ourselves/	name different sources of food?		the digestive system in humans?		trust.org.uk/science/year-6-science/ar
https://www.homilton			Can thou identify different toward		<u>being-human/</u>
https://www.hamilton- trust.org.uk/science/year-1-	Can they notice that animals		Can they identify different types of teeth in humans and their		
science/animals-including-humans-	including humans have offspring which grow into adults?		simple functions?		
our-pets/	with the grow lift duties:				
•	Can they describe the basic needs		https://www.hamilton-		
	of animals, including humans, for		trust.org.uk/science/year-4-		
			antoning for the all the steel to		
	survival?		science/animals-including- humans-excuse-me-are-these-		

<u>your-teeth/</u>

	Can they describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene? https://www.hamilton-trust.org.uk/science/year-2-science/animals-including-humans-healthy-animals/ https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/ https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-gardens-and-allotments/		https://www.hamilton- trust.org.uk/science/year-4- science/living-things-and-their- habitats-name-living-thing/ https://www.hamilton- trust.org.uk/science/year-4- science/living-things-and-their- habitats-help-our-habitats/		
		Plar	l nts		
Can they identify and describe the	Do they understand how seeds	Can they identify and describe the			
basic structure of a variety of common flowering plants? Can they name a variety of common	and bulbs grow into maturing plants? Can they explain that plants need	functions of different parts of a flowing plant (roots, stem/trunk and flowers)?			
wild and garden plants? Can they identify the characterises of a deciduous and evergreen tree?		Can they describe the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to			
https://www.hamilton- trust.org.uk/science/year-1- science/plants-whats-growing-our- gardens/	trust.org.uk/science/year-2- science/plants-ready-steady- grow/	plant? Can they investigate how water is transported within plants?			
national land	https://www.stem.org.uk/resourc				
https://www.stem.org.uk/resources /community/collection/12534/year- 1-plants	es/community/collection/13299/y ear-2-plants	Can they identify the part that flowers play in the life cycle of flowering plants, including pollination, see formation and seed dispersal?			
		https://www.hamilton- trust.org.uk/science/year-3- science/plants-roots-and-shoots/ https://www.hamilton- trust.org.uk/science/year-3-			
		science/plants-artful-flowers- fruits-and-seeds/ https://www.stem.org.uk/resourc			
		es/community/collection/12535/ year-3-plants States of			
		Rec	they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)? Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature? https://www.hamilton-trust.org.uk/science/year-4-science/states-matter-states-matter-scientists/	separated, including through filtering, sieving and evaporating? Can they demonstrate that dissolving, mixing and changes of state are reversible changes?	
		Roc	ks		
		Can they compare and group together different kinds of rocks based on their appearance? Can they describe in simple terms how fossils are formed when things have lived are trapped within rock? Can they recognise that soils are made from rocks and organic matter?			

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Can they notice that light is intellected from surface? Can they recognise that debations from sounds treed to the preceding less that flight from the surface of the object that there are was to protect their eyes? Can they recognise that shadows are formed when the light from a light source is blocked by an oppose, the control of t					traver in straight lines?
whetered from surfaces? Earth Per seconds that light from the ear? Earth per second to that light from the ear ways to protect their lyes? Earth Per seconds that indoors are formed when the light from a light source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound and the plant source is locked by an opaque the client of a sound sound and the plant source is locked by an opaque the client of a sound sound and the plant source is locked by an opaque the client of a sound sound and the plant sound and the plant source is locked by an opaque the client of a sound sound and the plant sound and the plant source is locked by an opaque the sound sound and the plant sound					
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bolget? Can they find patterns in the way that the size of shadows change? At the size of shadows change of size o			Can they find patterns between		Can they explain why shadows have the
Can they find patterns in the way that the size of shadows change? Into Long to McCentre (year 3). Solence fight high and shadows. Electricity Enter (year 3). Solence fight high and shadows. Tand one public enter (year 3). Solence fight high and shadows. Electricity Enter (year 3). Solence fight high and shadows. Electricity Ean they identify common appliances that run of electricity? Ean they construct a simple elected security don't be start of electricity? Ean they construct a simple elected security don't be subject to a lamp or the volume of a buzze with the curves and buzzers? Ear they identify whether or not a lamp or the volume of a buzzer with the surface of the start of electricity? Ean they identify whether or not a lamp or the volume of a buzzer with the surface of t					same shape as the objects that cast
that he size of shadows change? Loss of shadows? Loss of shadows change? Loss of shadows chan		-	_		them.
Sounds get fainter as the distance from the sound source increases? Ituat org. ut/ Science/year-3. Iclence/light-light-and-shadows/. Ituss://www.hamilton:		Can they find patterns in the way	produced it.		
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science/light light and-shadows/ science/light light and-shadows/ science/light light and-shadows/ science/sound listen/ Electricity En they identify common pipelances that run of lesectricity? Can they construct a simple series electrical circuit, dentifying and naming to basic parts: cells, wires, bulbs, bulbs, butches and buzzers? Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp light in a simple series circuit. Seed on whether or not a lamp light in a simple series circuit. Seed on whether or not a lamp light in a simple series circuit. Seed on whether or not a lamp light in a simple series circuit. Seed on whether or not a lamp light in a simple series circuit? Can they congrise that a switch pages and closes a circuit and associate the brightness of bulbs, the outdoors of buzzers and the on/of in position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? Can they use recognise of the more than a switch page and closes a circuit and associate the brightness of bulbs, the complete components function, including the brightness of bulbs, the outdoors of buzzers and the on/of in position of switches? Can they use recognised symbols when representing a simple circuit in a diagram? Can they use recognised symbols when representing a simple circuit in a diagram? Can they use recognised symbols when representing a simple circuit in a diagram? Thus are a switch member or not at lamp lights in a simple series circuit? Earth and space Earth and other planets relative to the san and solar system? Can they describe the movement of the Earth and other planets relative to the san and solar system? Can they describe the movement of the Earth and other planets relative to the san and solar system?					science/crime-lab-investigation/
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					Can they describe the Sun, Earth and Moon as approximately spherical bodies? Can they use the idea of the Earth's rotation to explain day and night and the apparent movement across the sky? https://www.hamilton-trust.org.uk/science/year-5-science/earth-and-space-space-presenters/		
		Evolution and	Inheritance				
				Can they recognise that living things have changed overtime? Can they recognise that fossils provide information about living things that inhabited the Earth millions of years ago? Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? https://www.hamilton-trust.org.uk/science/year-6-science/game-survival/			
Seasonal Change							
Can they observe and describe weather associated with the seasons and how day length varies? Can they observe changes across the four seasons? https://www.hamilton-trust.org.uk/science/year-1-science/seasonal-changes-wonderful-weather/							
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