



## Curriculum Plan – Science

Year Group	Autumn	Spring	Summer
<p>1 and 2 <b>Cycle A</b></p>	<p><b>Everyday Materials</b> Which material would be best to make an umbrella? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Perform simple tests</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> <li>• Observe closely and use these observations to suggest answers</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials (wood, plastic, glass, metal, water, rock)</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Plants</b> What's that plant? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> <li>• Observe closely using simple equipment</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>Animals including humans</b> How are animals different? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>Animals including humans</b> Why do humans need their 5 senses? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> <li>• Observe closely using simple equipment</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Seasonal Change</b> How does weather change in different seasons? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> <li>• Observe closely using simple equipment</li> </ul> <p>Skills from the NC:</p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Environmental Science</b> What can we do to help our planet? Working Scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise they can be answered in different ways</li> <li>• Observe closely using simple equipment</li> <li>• Perform simple tests</li> <li>• Gather and record data to help answer questions</li> <li>• Identify and classify</li> </ul> <p>Skills From NC:</p> <ul style="list-style-type: none"> <li>• Using observations and ideas to answer questions</li> </ul>



Year Group	Autumn	Spring	Summer
1 and 2 <b>Cycle B</b>	<p><b>Everyday materials</b>            Why are certain materials used for certain things?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Perform simple tests</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it was made</li> <li>Describe the simple physical properties of a variety of everyday materials and group materials based on these properties</li> <li>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p><b>Everyday materials</b>            How can materials be changed?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Perform simple tests</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills From NC:</p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting stretching</li> </ul>	<p><b>Plants</b>            How do plants grow?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Perform simple tests</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Animals including humans</b>            What do animals need to survive?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out and describe the basic needs of animals for survival (food, water, air)</li> </ul>	<p><b>Living things and their habitats (long unit)</b>            How does a habitat meet the needs of a living thing?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>Explore and compare the difference between things that are living, dead and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals or plants and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>Animals including humans (short unit)</b>            What do humans need to do to stay healthy?</p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Gather and record data to help answer questions</li> <li>Identify and classify</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>Find out and describe the basic needs of animals, including humans, for survival (food, water, air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>



Year Group	Autumn	Spring	Summer
<p>3 and 4 Cycle A</p>	<p><b>Forces and magnets</b>  <b>How does a magnet work?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests            -Make systematic and careful observations and take accurate measurements using standard units, using a range of equipment            -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables            -Use straightforward scientific evidence to answer questions or support findings            -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>            -compare how things move on different surfaces            -notice that some forces need contact between two objects, but magnetic forces act at a distance            -observe how magnets attract or repel each other and attract some materials but not others            -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials            -describe magnets as having two poles            -predict whether two magnets will attract or repel each other, depending on which way the poles are facing</p> <p><b>Rocks</b>  <b>Are all rocks the same?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests</p>	<p><b>Animals including Humans</b>  <b>Why do animals have skeletons?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests            - Gather, record, classify and present data in a variety of ways to help in answering questions            - Identify similarities, differences or changes related to simple scientific ideas and processes            - Use straightforward scientific evidence to answer questions or support findings            -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>            -Identify that humans and some animals have skeletons and muscles for support, protection and movements</p> <p><b>Animals including Humans</b>  <b>What types of nutrition do different animals need?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests            - Gather, record, classify and present data in a variety of ways to help in answering questions            - Identify similarities, differences or changes related to simple scientific ideas and processes            - Use straightforward scientific evidence to answer questions or support findings            -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>            -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p><b>Plants</b>  <b>What do our plants need to stay healthy?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests            -Make systematic and careful observations and take accurate measurements using standard units, using a range of equipment            - Identify similarities, differences or changes related to simple scientific ideas and processes            -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables            -Use straightforward scientific evidence to answer questions or support findings            -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>            -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves, flowers            -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant            - investigate the way in which water is transported in plants            -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Light</b>  <b>How are shadows formed?</b>            Working scientifically:            -Ask relevant questions and use different types of scientific enquiries to answer them            -Set up simple practical enquiries, comparative and fair tests</p>



	<p>-Make systematic and careful observations and take accurate measurements using standard units, using a range of equipment</p> <p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>-Use straightforward scientific evidence to answer questions or support findings</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b>Skills from NC:</b></p> <p>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>-describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>- recognise that soils are made from rocks and organic matter</p>		<p>-Make systematic and careful observations and take accurate measurements using standard units, using a range equipment</p> <p>- Identify similarities, differences or changes related to simple scientific ideas and processes</p> <p>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>-Use straightforward scientific evidence to answer questions or support findings</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b>Skills from NC:</b></p> <p>-recognise that they need light in order to see things and that the dark is the absence of light</p> <p>-notice that light is reflected from surfaces</p> <p>-recognise that light from the sun can be dangerous and there are ways to protect their eyes</p> <p>-Recognise that shadows are formed when the light source is blocked by a solid object</p> <p>-find patterns in the way that the size of shadows change</p>
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Year Group	Autumn	Spring	Summer
3 and 4	<b>Living things and their habitats</b>	<b>Animals including humans</b>	<b>Sound</b>



<p><b>Cycle B</b></p>	<p><b>Why do animals live where they do?</b>                  Working scientifically:                  -ask relevant questions and use different types of scientific enquiries to answer them                  -set up simple practical enquiries, comparative and fair tests                  - gather, record, classify and present data in a variety of ways to help in answering questions                  - identify differences, similarities or changes related to simple scientific ideas and processes                  - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  <b>Skills from NC:</b>                  -recognise that living things can be grouped in a variety of ways                  -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><b>States of matter</b>  <b>How does water look as a solid, liquid and gas?</b>                  Working scientifically:                  -ask relevant questions and use different types of scientific enquiries to answer them                  -set up simple practical enquiries, comparative and fair tests                  -make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers                  -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables                  - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions                  -use straightforward scientific evidence to answer questions or to support their findings</p>	<p><b>How do humans digest their food?</b>                  Working scientifically:                  -Ask relevant questions and use different types of scientific enquiries to answer them                  -Set up simple practical enquiries, comparative and fair tests                  - Gather, record, classify and present data in a variety of ways to help in answering questions                  - Identify similarities, differences or changes related to simple scientific ideas and processes                  - Use straightforward scientific evidence to answer questions or support findings                  -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>                  -describe the simple functions of the basic parts of the digestive system in humans                  -identify the different types of teeth in humans and their simple functions</p> <p><b>Animals including humans</b>  <b>Who is top of the food chain?</b>                  Working scientifically:                  -Ask relevant questions and use different types of scientific enquiries to answer them                  -Set up simple practical enquiries, comparative and fair tests                  - Gather, record, classify and present data in a variety of ways to help in answering questions                  - Identify similarities, differences or changes related to simple scientific ideas and processes                  - Use straightforward scientific evidence to answer questions or support findings                  -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC:</b>                  - construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>How are sounds made and heard?</b>                  Working scientifically:                  -Ask relevant questions and use different types of scientific enquiries to answer them                  -Set up simple practical enquiries, comparative and fair tests                  -Make systematic and careful observations and take accurate measurements using standard units, using a range equipment                  - Identify similarities, differences or changes related to simple scientific ideas and processes                  -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables                  -Use straightforward scientific evidence to answer questions or support findings                  -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  <b>Skills from NC</b>                  - identify how sounds are made, associating some of them with something vibrating                  -recognise that vibrations from sounds travel through a medium to the ear                  -find patterns between the pitch of a sound and features of the object that produced it - -find patterns between the volume of a sound and the strength of the vibrations that produced it                  -recognise that sounds get fainter as the distance from the sound source increases</p> <p><b>Electricity</b>  <b>Which materials will allow electricity to pass through?</b>                  Working scientifically:                  -Ask relevant questions and use different types of scientific enquiries to answer them                  -Set up simple practical enquiries, comparative and fair tests                  -Make systematic and careful observations and take accurate measurements using standard units, using a range of equipment</p>
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	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) --identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>		<ul style="list-style-type: none"> <li>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>-Use straightforward scientific evidence to answer questions or support findings</li> <li>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul> <p>Skills from NC:</p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>-recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
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Year Group	Autumn	Spring	Summer
5 and 6 <b>Cycle A</b>	<p><b>Animals including humans</b> What happens as humans get older? Working scientifically:</p>	<p><b>Properties and changes of materials</b> Which changes can be reversed? Working scientifically:</p>	<p><b>Light</b> Can light bend round corners? Working scientifically:</p>



	<ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>-describe the changes as humans develop to old age</li> </ul> <p><b>Living things and their habitats</b>  <b>How do the life cycles of animals differ?</b>          Working scientifically:</p> <ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-describe the life process of reproduction in some plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>-demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>-explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	<ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC</b></p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>-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</li> <li>-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</li> <li>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Electricity</b>  <b>How does voltage affect the brightness of a bulb?</b>          Working scientifically:</p> <ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>
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Year Group	Autumn	Spring	Summer
5 and 6 <b>Cycle B</b>	<p><b>Earth and space</b> Why is time split into night and day? Working scientifically: - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p><b>Animals including Humans</b> What is the circulatory system and how should we take care of it? Working scientifically:</p>	<p><b>Forces</b> What are the forces affecting everyday objects? Working scientifically:</p>



<ul style="list-style-type: none"> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- describe the movement of the Earth, and other planets, relative to the Sun</li> <li>- describe the movement of the Moon relative to the Earth</li> <li>- describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Evolution</b>                  What can fossils tell us about the way animals have adapted over time?                  Working scientifically:</p> <ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p><b>Animals including Humans</b>                  How are nutrients transported around the body?                  Working scientifically:</p> <ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- use test results to make predictions to set up further comparative and fair tests</li> </ul> <p><b>Skills from NC:</b></p> <ul style="list-style-type: none"> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p><b>Living things and their habitats</b>                  How can living things be classified?                  Working scientifically:</p> <ul style="list-style-type: none"> <li>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>
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	<p>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>		<p>- identify scientific evidence that has been used to support or refute ideas or arguments - report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - use test results to make predictions to set up further comparative and fair tests <b>Skills from NC:</b> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics</p>
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