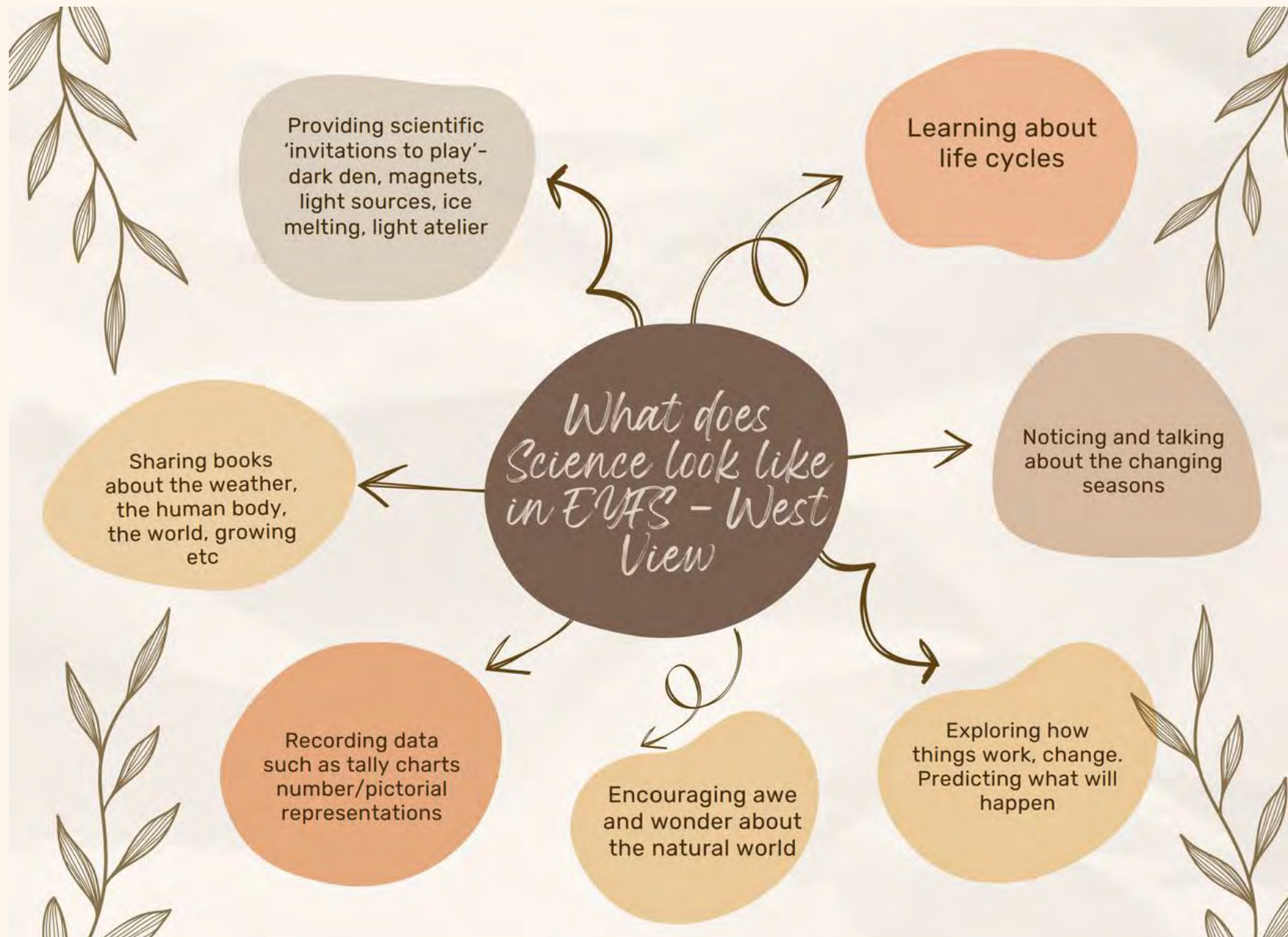




Science Lesson Sequence

Early Years Foundation Stage







Year 1

SCIENCE ON A PAGE

Physics Chemistry Biology							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Exploring Pumpkins Melting	Materials Seasonal Changes	Materials Living things and their habitats	Plants Animals including Humans	Sound Electricity	Earth and Space	Animals including Humans
Spring	British Science Week	Animals including Humans	Animals including Humans Plants	Rocks	Animals including Humans	Materials Forces	Electricity Light
Summer	Growing a Sunflower Animals	Seasonal Changes Plants	Living things and their habitats	Forces and Magnets Light	Living things and their habitats States of Matter	Animals including Humans Living things and their habitats	Living things and their habitats Evolution and Inheritance



Materials

Year 1- Materials					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What are objects made from?	Distinguish between an object and the material from which it is made	 	Metal plastic Glass Brick paper fabric foil elastic wood	 Asking Scientific Questions	
2	Can you name everyday materials?	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock	  		 Presenting Results	 Interpreting Results
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	

Year 1- Materials Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	What are the properties of materials?	Describe the simple physical properties of a variety of everyday materials	   	Solid squashing twisting stretching Property hard/soft shiny/dull bendy/not bendy stretchy/stiff transparent/opaque rough/smooth waterproof/not waterproof absorbent/not absorbent similar different	 Asking Scientific Questions
4	Can you compare the properties of materials?	Compare and group together a variety of everyday objects on the basis of their simple physical properties			 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 1- Materials					Science Skills																					
Physics Chemistry Biology																										
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary																						
5	Which materials would be best and why?	Explain why a material is suitable for a particular job. Choose the best material for a given purpose and give a reason.	   	Solid squashing twisting stretching Property hard/soft shiny/dull bendy/not bendy stretchy/stiff transparent/opaque rough/smooth waterproof/not waterproof absorbent/not absorbent similar different	<table><tr><td></td><td>Asking Scientific Questions</td></tr><tr><td></td><td>Planning an Enquiry</td></tr><tr><td></td><td>Observing Closely</td></tr><tr><td></td><td>Taking Measurements</td></tr><tr><td></td><td>Gathering and Recording Results</td></tr><tr><td></td><td>Presenting Results</td></tr><tr><td></td><td>Interpreting Results</td></tr><tr><td></td><td>Drawing Conclusions</td></tr><tr><td></td><td>Making Predictions</td></tr><tr><td></td><td>Evaluating an Enquiry</td></tr></table>			Asking Scientific Questions		Planning an Enquiry		Observing Closely		Taking Measurements		Gathering and Recording Results		Presenting Results		Interpreting Results		Drawing Conclusions		Making Predictions		Evaluating an Enquiry
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	Interpreting Results																									
	Drawing Conclusions																									
	Making Predictions																									
	Evaluating an Enquiry																									



Animals including Humans

Year 1- Animals including Humans Physics Chemistry Biology					Science Skills	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What are the parts of our body?	Identify and name the main parts of the human body. Label basic body parts on themselves and on diagrams.		head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth		
2	What are our senses?	Identify which body part is linked to each sense. Describe what each sense helps humans to do.	  	sight hear smell touch taste	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	

Year 1- Animals including Humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	Are there different kinds of animals?	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	   	Animals Invertebrate (worm, spider, insect (various), woodlouse, centipede) fish amphibian Reptile bird mammal	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	Do animals feed in different ways?	Identify and name a variety of common animals that are carnivore, herbivores and omnivores.	 	Carnivore Herbivore Omnivore	



Seasonal Changes

Year 1- Seasonal Changes					Science Skills	
					Physics Chemistry Biology	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1-2	What is weather?	Observe and describe weather associated with the seasons and how day length varies.	   	sun sky weather (various) temperature weather rainfall	 Asking Scientific Questions	 Planning an Enquiry
3-4	What are the seasons?	Observe changes across the four seasons.	      	season autumn winter spring summer year month week day day length shadow	 Presenting Results	 Interpreting Results
					 Drawing Conclusions	 Making Predictions
					 Evaluating an Enquiry	



Plants

Year 1- Plants Physics Chemistry Biology					Science Skills	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What are the parts of a plant?	Identify and describe the basic structure of a variety of common flowering plants, including trees	  	Plant Roots stem trunk Branches leaves flower (petals) fruit bulb seed	 Asking Scientific Questions	
					 Planning an Enquiry	
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	
2	Can you name different types of plant?	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	  	Evergreen Deciduous vegetables (variety of common plant names, e.g. geranium, dandelion, oak, bean)		

Year 1- Plants					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	How do trees survive the winter?	.Recognise the difference between evergreen and deciduous trees .Observe and describe how trees change across the seasons	  	weather cold frost wind rain snow evergreen deciduous	 Asking Scientific Questions	
4	Where can I find plants?	Identify plants in different environments	  	garden park woodland field soil water sunlight	 Planning an Enquiry	 Observing Closely
					 Taking Measurements	 Gathering and Recording Results
					 Presenting Results	 Interpreting Results
					 Drawing Conclusions	 Making Predictions
					 Evaluating an Enquiry	

Year 1- Plants					Science Skills																					
PhysicsChemistryBiology																										
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary																						
5	Where can plants live?	Describe different places where plants can live and grow. Compare plants that grow in different environments.	   	habitat environment indoors outdoors sunlight shade	<table><tr><td></td><td>Asking Scientific Questions</td></tr><tr><td></td><td>Planning an Enquiry</td></tr><tr><td></td><td>Observing Closely</td></tr><tr><td></td><td>Taking Measurements</td></tr><tr><td></td><td>Gathering and Recording Results</td></tr><tr><td></td><td>Presenting Results</td></tr><tr><td></td><td>Interpreting Results</td></tr><tr><td></td><td>Drawing Conclusions</td></tr><tr><td></td><td>Making Predictions</td></tr><tr><td></td><td>Evaluating an Enquiry</td></tr></table>			Asking Scientific Questions		Planning an Enquiry		Observing Closely		Taking Measurements		Gathering and Recording Results		Presenting Results		Interpreting Results		Drawing Conclusions		Making Predictions		Evaluating an Enquiry
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Year 2

SCIENCE ON A PAGE

Physics Chemistry Biology							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Exploring Pumpkins Melting	Materials Seasonal Changes	Materials Living things and their habitats	Plants Animals including Humans	Sound Electricity	Earth and Space	Animals including Humans
Spring	British Science Week	Animals including Humans	Animals including Humans Plants	Rocks	Animals including Humans	Materials Forces	Electricity Light
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Materials

Year 2- Materials					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What are things made from?	Identify and name a variety of everyday materials. Identify the materials that objects are made from.	   	Material types (e.g. wool, cotton, cork, rock, etc)	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results	
2	Do different materials have different properties?	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	      	hard soft flexible warm cold colour more less fluid flow	 Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	

Year 2- Materials					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	Can we change the shape of materials?	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	      	hard soft flexible warm cold colour more less fluid flow	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	
4	What are solids, liquids & gases?	Observe and compare materials that can be poured, stretched or squashed Recognise that some materials keep their shape and some do not	  	solid liquid gas	 Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	



Animals including Humans

Year 2- Animals including Humans

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	What happens to our bodies as we grow?	Notice that animals, including humans, have offspring which grow into adults.	     	baby offspring toddler child teenager adult	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	Do other animals grow in the same way as us?		   	Growth reproduction offspring life-cycle (stages for examples, e.g. human, frog, butterfly, etc) water food (nutrition)	

Year 2- Animals including Humans

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	What do we need to live and be healthy?	Find out and describe the basic needs of animals, including humans, for survival (water, food and air)	  	air (breathing, respiration) Diet balanced obesity, Starvation exercise fitness (heart rate/pulse)	 Asking Scientific Questions
4	Why is it important to exercise?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	    		 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 2- Animals including humans

Chemistry

Physics	Chemistry	Biology
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Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary
5	Why is it important to keep clean?	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	 	hygiene microbes bacteria fungi viruses

 Asking Scientific Questions
  Planning an Enquiry
  Observing Closely
  Taking Measurements
  Gathering and Recording Results
  Presenting Results
  Interpreting Results
  Drawing Conclusions
  Making Predictions
  Evaluating an Enquiry



Living Things and their Habitats

Year 2- Living things and their habitats					Science Skills	
Enquiry Question		Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What make something living?	Explore and compare the differences between things that are living, dead, and things that have never been alive.	    	living dead non-living movement making energy (respiration) sensitivity growth reproduction getting rid of waste (excretion) nutrition ,	 Asking Scientific Questions	
2	Can you identify living, dead & non-living things?		    			 Planning an Enquiry
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	

Year 2- Living things and their habitats

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	What is a habitat?	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	  	habitat microhabitat	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	How are living things suited to their own habitat?	Identify and name a variety of plants and animals in their habitats, including micro-habitats	     	adapted adaptation conditions light temperature water humidity	

Year 2- Living things and their habitats					Science Skills	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
5	What is a food chain?	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.	 	food chain	 Asking Scientific Questions	 Planning an Enquiry
					 Observing Closely	 Taking Measurements
					 Gathering and Recording Results	 Presenting Results
					 Interpreting Results	 Drawing Conclusions
					 Making Predictions	 Evaluating an Enquiry



Plants

Year 2- Plants

Key

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1-2	How do plants grow?	Observe and describe how seeds and bulbs grow into mature plants.	     	grow seed bulb (tuber) leaf root stem flower fruit germination seedling water light temperature reproduction	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
3-5	What conditions do plants need to grow?	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy			



Year 3

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Plants



Year 3- Plants Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Can you name the parts of a plant?	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	  	leaf root root hairs petals sepals stamens ovary pollen eggs nutrients pollination (wind, insect), fertilization seed dispersal	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2-3	What conditions do plants need to grow?	Explore the requirements of plants for life and growth (air, light, water, nutrient from soil, and room to grow) and how they vary from plant to plant.	   	leaf root root hairs petals sepals stamens ovary pollen eggs nutrients pollination (wind, insect), fertilization seed dispersal	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions

Year 3- Plants Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
4-5	How does water get around the plant?	Investigate the way in which water is transported within plants.	   	transport stem roots	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry



Animals including Humans

Year 3- Animals including Humans

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

Key Vocabulary

1

What do animals need to eat to stay healthy?



nutrition
nutrients
diet (balanced/ unbalanced)

2

What is a balanced diet?



sugar
protein
fat
vitamins
minerals
water
energy
oxygen
feeding
eating
circulation
blood
heart

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.



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 3- Animals including Humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	Why do we have a skeleton?	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	   	vertebrate invertebrate skeleton (simple examples of bones) support protection movement	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	How do we move?	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	     	support protection movement	



Rocks

Year 3- Rocks Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Are there different types of rock?	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	       	sedimentary igneous metamorphic Permeable impermeable, durable Marble Chalk Granite sandstone slate	 Asking Scientific Questions
2	What are rocks used for?				 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 3- Rocks

Physics

Chemistry

Biology

Science Skills

Enquiry
Question

Substantive
Knowledge

Key Scientific Skills

Key Vocabulary

3

How are
fossils made?

Describe in simple terms
how fossils are formed
when things that have
lived are trapped within
rock.



natural
human/man-made
magma
lava
molten rock
sediment
erosion
fossilisation
layers
bone
fossil

4

What is soil?

Recognise that soils are
made from rocks and
organic matter.



soil
sandy
chalky
clay
topsoil
subsoil
bedrock
mineral
organic matter
compost.



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording
Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions

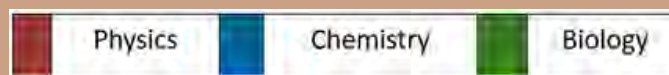


Evaluating an Enquiry



Forces and Magnets

Year 3- Forces and Magnets



Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	What is a force?	Compare how things move on different surfaces.	      	move movement, surface distance strength push pull contact force non-contact force friction	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	How can we show and measure contact forces?	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.			

Year 3- Forces and Magnets

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	How do magnets behave?	Describe magnets as having two poles. Observe how magnets attract or repel each other Predict whether two magnets will attract or repel each other, depending on which poles are facing	   	magnetic force bar magnet, horseshoe magnet ring magnet magnetic poles (north pole, south pole) attract repel compass.	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	Are all magnets the same?	Describe magnets as having two poles. Observe how magnets attract or repel each other Predict whether two magnets will attract or repel each other, depending on which poles are facing	    	magnetic force bar magnet, horseshoe magnet ring magnet magnetic poles (north pole, south pole) attract repel compass.	

Year 3- Forces and Magnets					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
5	Which materials are magnetic?	Observe how magnets attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.		iron nickel cobalt magnetic non- magnetic magnetic force	 Asking Scientific Questions	 Planning an Enquiry
					 Observing Closely	 Taking Measurements
					 Gathering and Recording Results	 Presenting Results
					 Interpreting Results	 Drawing Conclusions
					 Making Predictions	 Evaluating an Enquiry

Light



Year 3- Light Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	What is light? Where does light come from?	Recognise that they need light in order to see things and that dark in the absence of light.	 	light dark/darker/darkest bright/brighter/brightest dim light source	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results
2	What materials reflect light?	Notice that light is reflected from surfaces.	       	light dark/darker/darkest bright/brighter/brightest dim light source eye reflect reflective shiny dull transparent opaque	 Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 3- Light					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	What materials let light through?	Notice that light is reflected from surfaces.	       	light dark/darker/darkest bright/brighter/brightest dim light source eye reflect reflective shiny dull transparent opaque	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	
4	What is a shadow?	Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change	     	shadow light source block transparent opaque		



Year 4

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Sound



Year 4- Sound					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What is sound?	Identify how sounds are made, associating some of them with something vibrating.	        	sound vibration volume pitch high/low quiet/loud tension		 Asking Scientific Questions
2	How does sound travel to our ears?	Recognise that vibrations from sound travels through a medium to the ear.				 Planning an Enquiry
						 Observing Closely
						 Taking Measurements
						 Gathering and Recording Results
						 Presenting Results
						 Interpreting Results
						 Drawing Conclusions
						 Making Predictions
						 Evaluating an Enquiry

Year 4- Sound

Physics

Chemistry

Biology

Science Skills

Enquiry
Question

Substantive
Knowledge

Key Scientific Skills

Key Vocabulary

3

How can we
change the
volume of
sound?

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.



sound
vibration
volume
pitch
high/low
quiet/loud
tension

4

How can we
change the
pitch of a
sound?

Find patterns between
pitch of a sound and
features of the object
that produced it.



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording
Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry



Electricity

Year 4- Electricity

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

Key Vocabulary

1

How do we use electricity in our homes?

Identify common appliances that run on electricity



electricity
energy
source
renewable/non-renewable, switch
conductor
insulator

2

Can you make a working series circuit?

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulb, switches and buzzers.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.



circuit
component
battery/cell
bulb
buzzer
motor
series
connector/wire



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 4- Electricity

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	How does a switch work?	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	  	switch circuit component battery/cell bulb buzzer motor series connector/wire	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	What are electrical conductors & insulators?	Recognise some common conductors and insulators, and associate metals with being good conductors.	   	switch circuit component battery/cell bulb buzzer motor series connector/wire conductor insulator	



Animals including Humans

Year 4- Animals including Humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Are there different types of teeth?	Identify the different types of teeth in humans and their simple functions.	   	teeth incisor canine molar pre-molar acid bacteria plaque enamel	 Asking Scientific Questions
2	How should you care for your teeth?		 		 Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

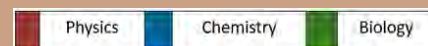
Year 4- Animals including Humans					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	What is digestion?	Describe the simple functions of the basic parts of the digestive system in humans.	 	digestion mouth gullet (oesophagus) stomach small intestine large intestine anus liver pancreas	 Asking Scientific Questions	
4	What are the parts of the digestive system?		  		 Planning an Enquiry	
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	

Year 4- Animals including Humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
5	What is a food chain?	Construct and interpret a variety of food chains, identifying produces, predators and prey.		food chain producer consumer predator prey, carnivores herbivores omnivores	 Asking Scientific Questions
6	Can you construct food chains?		   		 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry



Living Things and their Habitats

Year 4- Living things and their habitats



Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Can you group living things in different ways?	Recognise that living things can be grouped in a variety of ways.	   	Environment, key, classification (genus, species), (binomial name), animal, vertebrate, fish, amphibian, reptile, bird, mammal, invertebrate, snails, slugs, spiders, woodlice, insects, worms, plants, trees, flowering plants (grasses, etc), non-flowering plants (conifers, ferns, mosses)	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	Can you use a classification key?	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	   		

Year 4- Living things and their habitats Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	What living things can we find in ... habitat?	Recognise that living things can be grouped in a variety of ways.	   	Environment, key, classification (genus, species), (binomial name), animal, vertebrate, fish, amphibian, reptile, bird, mammal, invertebrate, snails, slugs, spiders, woodlice, insects, worms, plants, trees, flowering plants (grasses, etc), non-flowering plants (conifers, ferns, mosses)	 Asking Scientific Questions
4	Why do habitats change?	Recognise that environments can change and that this can sometimes pose dangers to living things.	   		 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry



States of Matter

Year 4- States of Matter					Science Skills	
					Physics Chemistry Biology	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What makes something a solid, liquid or a gas?	Compare and group materials together, according to whether they are solids, liquids or gases.	       	state solid liquid gas characteristic property particle heat energy bond/attraction	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry	
2	What are solids, liquids & gases made of?					

Year 4- States of Matter					Science Skills	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	What happens when substances change state?	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.	    	heating cooling melting freezing evaporating condensing water cycle		Asking Scientific Questions
						Planning an Enquiry
						Observing Closely
						Taking Measurements
						Gathering and Recording Results
						Presenting Results
						Interpreting Results
						Drawing Conclusions
						Making Predictions
						Evaluating an Enquiry
4	What is evaporation & condensation?	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	  			

Year 4- States of Matter Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
5	What happens in the water cycle?	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	  	heating cooling melting freezing evaporating condensing water cycle	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry



Year 5

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Earth and Space

Year 5- Earth and Space

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	What is the solar system like?	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	 	Solar system planets (names) star sun Earth Moon Gravity orbit (elliptical) Rotation Axis Poles equator, northern/southern hemisphere shadow, day, (lunar) month, year, leap year, eclipse, luminous, non- luminous, phases (names)	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	Why does the sun move across the sky?	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	   		

Year 5- Earth and Space

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

Key Vocabulary

3

Why do we have day and night?

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.



shadow,
day,
(lunar) month
year
leap year
eclipse
luminous
non-luminous

4

What are the phases of the moon?

Describe the movement of the Moon relative to the Earth.



phases
new moon
waxing crescent
first quarter
waxing gibbous
full moon
waning gibbous
last quarter
waning crescent



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 5- Earth and Space					Science Skills																					
			Physics	Chemistry	Biology																					
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary																						
5	What were the moon landings?	Describe how humans have explored space over time. Explain why the Moon landings were important.		orbit gravity Space exploration astronaut spacecraft mission landing space exploration Apollo NASA	<table><tr><td></td><td>Asking Scientific Questions</td></tr><tr><td></td><td>Planning an Enquiry</td></tr><tr><td></td><td>Observing Closely</td></tr><tr><td></td><td>Taking Measurements</td></tr><tr><td></td><td>Gathering and Recording Results</td></tr><tr><td></td><td>Presenting Results</td></tr><tr><td></td><td>Interpreting Results</td></tr><tr><td></td><td>Drawing Conclusions</td></tr><tr><td></td><td>Making Predictions</td></tr><tr><td></td><td>Evaluating an Enquiry</td></tr></table>			Asking Scientific Questions		Planning an Enquiry		Observing Closely		Taking Measurements		Gathering and Recording Results		Presenting Results		Interpreting Results		Drawing Conclusions		Making Predictions		Evaluating an Enquiry
	Asking Scientific Questions																									
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	Drawing Conclusions																									
	Making Predictions																									
	Evaluating an Enquiry																									



Materials

Year 5- Materials

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	How does a material's property suit its role?	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	     	material (types) properties (types)	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	What is a solution?	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	   	solution mixture energy dissolve solute solvent, saturation	

Year 5- Materials					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills		Key Vocabulary	
3	How can mixtures be separated?	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		Filtering sieving		Asking Scientific Questions Planning an Enquiry Observing Closely Taking Measurements Gathering and Recording Results Presenting Results Interpreting Results Drawing Conclusions Making Predictions Evaluating an Enquiry
4	What is reversible & irreversible change?	Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		reversible irreversible		



Forces

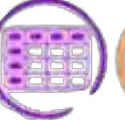
Year 5- Forces

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	What are contact forces?	Notice that some forces need contact between two objects (Y3 recap)	  	push pull contact force non-contact force friction	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	What is the effect of friction?	Identify the effects of air resistance, water resistance and friction , that act between moving surfaces.	      	friction weight Mass kilograms (kg) Newtons (N) scales speed Fast slow	

Year 5- Forces

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

Key Vocabulary

3

What is the effect of air resistance?

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.



air resistance
water resistance,
buoyancy
upthrust

4

What is gravity?

Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.



Earth's gravitational pull
gravity
opposing forces
driving force



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 5- Forces

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
5	What is upthrust?	Identify the effects of air resistance, <u>water resistance</u> and friction, that act between moving surfaces.	     	air resistance water resistance, buoyancy upthrust	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
6	What is a machine?	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	  	levers pulleys gears Cogs	



Animals including Humans

Year 5- Animals including Humans

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
1	What happens as we get older?	Describe the changes as humans develop to old age.	  	adolescent adult offspring	 Asking Scientific Questions	
					 Planning an Enquiry	
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	
2	What happens to our bodies as we get older?	Draw a timeline to indicate stages in growth and development of humans. They should learn about the changes experienced in puberty.	  	puberty pubic hair change		

Year 5- Animals including Humans

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	What are our reproductive organs?	Identify and name the main parts of the human reproductive system. Describe the basic function of male and female reproductive organs.	  	egg sperm testes ovaries oviduct uterus cervix vagina vulva sperm duct foreskin scrotum glands	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	What happens during puberty?	Draw a timeline to indicate stages in growth and development of humans	  	puberty pubic hair erection ejaculation	

Year 5- Animals including Humans					Science Skills	



Living Things and their Habitats

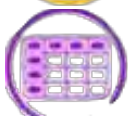
Year 5- Living things and their habitats

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	How can animal life cycles be compared?	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	    	life cycle reproduction internal / external	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	How do plants reproduce?	Describe the life process of reproduction in some plants and animals.	 	gamete petals sepals carpel stigma ovary anther stamen pollen pollination fertilisation dispersal	

Year 5- Living things and their habitats Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	(Reproduction in plants enquiries)	Describe the life process of reproduction in some plants and animals.	        	gamete petals sepals carpel stigma ovary anther stamen pollen pollination fertilisation dispersal	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 6



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Animals including Humans

Year 6- Animals including Humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Where are your main organs in the body?	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	 	organs (various) circulatory system circulation, blood plasma red blood cells oxygenated, deoxygenated	 Asking Scientific Questions
2	Why do we have blood?		   		 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 6- Animals including Humans

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

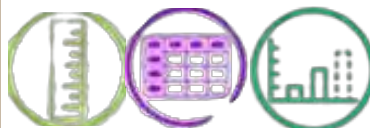
Key Vocabulary

3

How does blood get around our body?

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Describe the ways in which nutrients and water are transported within animals including humans



exchange
artery
vein
heart
heart chambers
oxygenated,
deoxygenated

4

What happens when we exercise?

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



Pulse
recovery time



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 6- Animals including humans Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
5	What are the effects of diet, drugs & lifestyle?	Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.	 	drugs (various) alcohol nicotine tar	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry



Electricity

Year 6- Electricity

Physics

Chemistry

Biology

Science Skills

Enquiry Question

Substantive Knowledge

Key Scientific Skills

Key Vocabulary

1

Can you make a working series circuit?

Use recognised symbols when representing a simple circuit in a diagram.



2

How can we change the amount of energy in a circuit?

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.



positive terminal
negative terminal
voltage (V)
Amps (A)
current
wire



Asking Scientific Questions



Planning an Enquiry



Observing Closely



Taking Measurements



Gathering and Recording Results



Presenting Results



Interpreting Results



Drawing Conclusions



Making Predictions



Evaluating an Enquiry

Year 6- Electricity					Science Skills	
Physics Chemistry Biology						
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	What is electrical resistance?	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.	  	insulator, resistance resistor filament lamp Voltmeter, Ammeter	 Asking Scientific Questions	
4	What happens to the energy as it flows around a circuit?		    		 Planning an Enquiry	
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	

Year 6- Electricity Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
5	Can you make ...?	Use recognised symbols when representing a simple circuit in a diagram.	       	positive terminal negative terminal voltage (V) Amps (A) current, wire	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Light



Year 6- Light Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	How does light travel?	Recognise that light appears to travel in straight lines.	 	light source luminous non-luminous energy absorbed reflected transmitted scattered shiny translucent image plane concave convex mirror	 Asking Scientific Questions
2	What happens when light hits an object?	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.	     		 Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 6- Light Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	How can we see around corners?	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.	   	light source luminous non-luminous energy absorbed reflected transmitted scattered shiny Translucent image plane concave convex mirror	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	How do shadows form?	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	     		

Living Things and their Habitats



Year 6- Living things and their habitats

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	How are animals & plants classified?	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	      	classification binomial kingdom (phylum, class, order, family, genus, species), microorganisms bacteria fungi virus classification characteristics	 Asking Scientific Questions
2	What types of living things are there in ...?				 Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry

Year 6- Living things and their habitats

Physics

Chemistry

Biology

Science Skills

	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
3	Can you make a key to classify?	Give reasons for classifying plants and animals based on specific characteristics	  	classification binomial kingdom (phylum, class, order, family, genus, species), microorganisms bacteria fungi virus classification characteristics	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
4	Where can we find microbes?	Identify that microorganisms (microbes) are living things too small to see with the naked eye. Recognise that microbes can be found in many different environments.	   	microorganism / microbe microscopic germ environment host	

Evolution and Inheritance



Year 6- Evolution and Inheritance Physics Chemistry Biology					Science Skills
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary	
1	Why are fossils so important?	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	  	fossil extinction	 Asking Scientific Questions  Planning an Enquiry  Observing Closely  Taking Measurements  Gathering and Recording Results  Presenting Results  Interpreting Results  Drawing Conclusions  Making Predictions  Evaluating an Enquiry
2	How are we different? How are we the same?	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	      	variation inheritance feature	

Year 6- Evolution and Inheritance					Science Skills	
	Enquiry Question	Substantive Knowledge	Key Scientific Skills	Key Vocabulary		
3	How are living things adapted to their environment?	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	    	adaptation species natural selection evolution	 Asking Scientific Questions	
4	How do living things change?				 Planning an Enquiry	
					 Observing Closely	
					 Taking Measurements	
					 Gathering and Recording Results	
					 Presenting Results	
					 Interpreting Results	
					 Drawing Conclusions	
					 Making Predictions	
					 Evaluating an Enquiry	