

Subject	Aspect	Thread	Outcomes	Year
Science	Year 1	Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.	1
Science	Year 1	Plants	Identify and describe the basic structure of a variety of common flowering plants, including trees.	1
Science	Year 1	Plants	To observe closely.	1
Science	Year 2	Plants	To perform simple tests to observe how seeds and bulbs grow into mature plants.	2
Science	Year 2	Plants	To gather and record data.	2
Science	Year 2	Plants	To describe how seeds and pulbs grow into mature plants, using observations to answer scientific questions.	2
Science	Year 2	Plants	To perform simple tests to find out what plants need to grow and stay healthy.	2
Science	Year 2	Plants	To use observations to answer scientific questions, describing what plants need to grow and stay healthy.	2
Science	Year 3	Forces and Magnets	Compare how things move on different surfaces.	3
Science	Year 3	Forces and Magnets	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	3
Science	Year 3	Forces and Magnets	Observe how magnets attract or repel each other and attract some materials and not others.	3
Science	Year 3	Forces and Magnets	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.	3
Science	Year 3	Forces and Magnets	Describe magnets as having two poles and predict whether two magnets will attract or repel each other.	3
Science	Year 3	Forces and Magnets	To set up comparative tests.	3
Science	Year 3	Forces and Magnets	To identify differences, similarities or changes related to simple scientific ideas and processes.	3
Science	Year 4	Animals, including humans	Describe the simple functions of the basic parts of the digestive system in humans.	4
Science	Year 4	Animals, including humans	Identify the different types of teeth in humans and their simple functions.	4
Science	Year 4	Animals, including humans	Construct and interpret a variety of food chains, identifying producers, predators and prey.	4
Science	Year 4	Animals, including humans	To report on findings from enquiries – written explanations.	4
Science	Year 4	Animals, including humans	To report on findings from enquiries – displays or presentations of results and conclusions.	4
Science	Year 5	Living things and their habitats	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	5
Science	Year 5	Living things and their habitats	Describe the life process of reproduction in some plants.	5
Science	Year 5	Living things and their habitats	Describe the life process of reproduction in some animals.	5
Science	Year 2	Living things and their habitats	Explore and compare the differences between things that are living, dead, and things that have never been alive.	2
Science	Year 2	Living things and their habitats	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.	2
Science	Year 2	Living things and their habitats	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	2
Science	Year 2	Living things and their habitats	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	2
Science	Year 2	Living things and their habitats	To classify.	2
Science	Year 2	Living things and their habitats	To observe closely, using simple equipment.	2
Science	Year 1	Everyday Materials	Distinguish between an object and the material from which it is made.	1
Science	Year 1	Everyday Materials	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	1
Science	Year 1	Everyday Materials	Describe the simple physical properties of a variety of everyday material.	1
Science	Year 1	Everyday Materials	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	1
Science	Year 1	Everyday Materials	To perform simple tests.	1
Science	Year 1	Everyday Materials	To gather and record data.	1
Science	Year 4	Living things and their habitats	Recognise that living things can be grouped in a variety of ways.	4
Science	Year 4	Living things and their habitats	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	4
Science	Year 4	Living things and their habitats	Recognise that environments can change and that this can sometimes pose dangers to living things.	4
Science	Year 4	Living things and their habitats	To record findings using keys.	4
Science	Year 4	Living things and their habitats	To draw simple conclusions, suggest improvements and raise further questions.	4
Science	Year 5	Properties and changes of materials	Compare and group together everyday materials on the basis of their properties.	5
Science	Year 5	Properties and changes of materials	To record data and results of increasing complexity using scientific diagrams and labels.	5

Science	Year 5	Properties and changes of materials	To record data and results of increasing complexity using tables.	5
Science	Year 5	Properties and changes of materials	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	5
Science	Year 5	Properties and changes of materials	Use knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering and sieving.	5
Science	Year 5	Properties and changes of materials	To record and present findings from enquiries in written form. (Cover in English – non-fiction 'To explain'.)	5
Science	Year 5	Properties and changes of materials	Use knowledge of solids, liquids and gases to decide how mixtures might be separated through evaporation.	5
Science	Year 6	Living things and their habitats	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.	6
Science	Year 6	Living things and their habitats	Give reasons for classifying plants and animals based on specific characteristics.	6
Science	Year 1	Animals, including humans	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	1
Science	Year 1	Animals, including humans	Identify, name and classify a variety of common animals that are carnivores, herbivores and omnivores.	1
Science	Year 1	Animals, including humans	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	1
Science	Year 1	Animals, including humans	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	1
Science	Year 1	Seasonal Changes	Name and observe changes across the four seasons.	1
Science	Year 1	Seasonal Changes	Observe and describe weather associated with the seasons and how day length varies.	1
Science	Year 1	Seasonal Changes	To gather and record data.	1
Science	Year 2	Uses of everyday materials	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	2
Science	Year 2	Uses of everyday materials	To use observations and ideas to suggest answers to questions.	2
Science	Year 2	Animals, including humans	Notice that animals, including humans, have offspring which grow into adults.	2
Science	Year 2	Animals, including humans	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	2
Science	Year 2	Animals, including humans	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	2
Science	Year 2	Uses of everyday materials	To perform simple tests to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	2
Science	Year 3	Light	Recognise that they need light in order to see things and that dark is the absence of light.	3
Science	Year 3	Light	Notice that light is reflected from surfaces.	3
Science	Year 3	Light	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	3
Science	Year 3	Light	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	3
Science	Year 3	Light	Find patterns in the way that the size of shadows change.	3
Science	Year 3	Light	To record findings using tables.	3
Science	Year 3	Light	To report on findings from enquiries, including oral explanations and presentations of results and conclusions.	3
Science	Year 3	Plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers.	3
Science	Year 3	Plants	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	3
Science	Year 3	Plants	Investigate the way in which water is transported within plants.	3
Science	Year 3	Plants	Explore the part that flowers play in the life cycle of flowering plants (pollination).	3
Science	Year 3	Plants	Explore the part that flowers play in seed formation and seed dispersal.	3
Science	Year 3	Plants	To make systematic and careful observations, including taking accurate measurements using standard units (ruler).	3
Science	Year 3	Plants	To record findings using drawings.	3
Science	Year 3	Plants	To draw simple conclusions and make predictions for new values.	3
Science	Year 3	Animals, including humans	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.	3

Science	Year 3	Animals, including humans	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	3
Science	Year 3	Animals, including humans	To set up simple practical enquiries.	3
Science	Year 3	Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	3
Science	Year 3	Rocks	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	3
Science	Year 3	Rocks	Recognise that soils are made from rocks and organic matter.	3
Science	Year 3	Rocks	To use straightforward scientific evidence to answer questions or to support their findings.	3
Science	Year 4	Electricity	Identify common appliances that run on electricity.	4
Science	Year 4	Electricity	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	4
Science	Year 4	Electricity	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.	4
Science	Year 4	Electricity	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	4
Science	Year 4	Electricity	Recognise some common conductors and insulators, and associate metals with being good conductor.	4
Science	Year 4	Electricity	To set up simple comparative tests.	4
Science	Year 4	Sound	Identify how sounds are made, associating some of them with something vibrating.	4
Science	Year 4	Sound	Recognise that vibrations from sounds travel through a medium to the ear.	4
Science	Year 4	Sound	Find patterns between the pitch of a sound and features of the object that produced it.	4
Science	Year 4	Sound	Find patterns between the volume of a sound and the strength of the vibrations that produced it, recognising that sounds get fainter as the distance from the sound source increases.	4
Science	Year 4	Sound	To gather data and take accurate measurements using a data logger.	4
Science	Year 4	Sound	To use results to draw simple conclusions.	4
Science	Year 4	States of Matter	To record findings using labelled diagrams.	4
Science	Year 4	States of Matter	Compare and group materials together, according to whether they are solids, liquids or gases.	4
Science	Year 4	States of Matter	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).	4
Science	Year 4	States of Matter	Describe and understand key aspects of the water cycle and identify the part played by evaporation and condensation - linked to the rate of evaporation with temperature.	4
Science	Year 4	States of Matter	To gather data and take accurate measurements using a thermometer.	4
Science	Year 4	States of Matter	To set up simple fair tests.	4
Science	Year 4	Sound	To record findings using bar charts.	4
Science	Year 5	Animals, including humans	Describe the changes as humans develop to old age (puberty)	5
Science	Year 5	Animals, including humans	Describe the changes as humans develop to old age.	5
Science	Year 5	Animals, including humans	To record data and results of increasing complexity using scatter graphs.	5
Science	Year 5	Animals, including humans	To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	5
Science	Year 5	Earth and Space	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	5
Science	Year 5	Earth and Space	Describe the movement of the Moon relative to the Earth.	5
Science	Year 5	Earth and Space	Describe the Sun, Earth and Moon as approximately spherical bodies.	5
Science	Year 5	Earth and Space	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	5
Science	Year 5	Earth and Space	To identify scientific evidence that has been used to support or refute ideas or arguments.	5
Science	Year 5	Forces	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	5
Science	Year 5	Forces	Identify the effect of air resistance and friction, on a moving object.	5
Science	Year 5	Forces	Identify the effect of water resistance, on a moving object.	5
Science	Year 5	Forces	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	5

Science	Year 5	Forces	To plan a range of science enquiries to answer questions, including recognising and controlling variables where necessary.	5
Science	Year 5	Forces	To use test results to make predictions to set up further comparative and fair tests.	5
Science	Year 5	Properties and changes of materials	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	5
Science	Year 6	Living things and their habitats	To record data and results of increasing complexity using classification keys.	6
Science	Year 6	Electricity	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	6
Science	Year 6	Electricity	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.	6
Science	Year 6	Electricity	Use recognised symbols when representing a simple circuit in a diagram.	6
Science	Year 6	Electricity	To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	6
Science	Year 6	Electricity	To report and present findings from enquiries – causal relationships.	6
Science	Year 6	Animals, including humans	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	6
Science	Year 6	Animals, including humans	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	6
Science	Year 6	Animals, including humans	Describe the ways in which nutrients and water are transported within animals, including human.	6
Science	Year 6	Animals, including humans	To plan a range of science enquiries to answer questions, including recognising and controlling variables where necessary.	6
Science	Year 6	Animals, including humans	To report and present findings – explanations of and degree of trust in results.	6
Science	Year 6	Evolution and Inheritance	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	6
Science	Year 6	Evolution and Inheritance	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	6
Science	Year 6	Evolution and Inheritance	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	6
Science	Year 5	Properties and changes of materials	Demonstrate that dissolving, mixing and changes of state are reversible changes.	5
Science	Year 5	Properties and changes of materials	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.	5
Science	Year 5	Properties and changes of materials	To report and present findings from enquires orally – conclusions.	5
Science	Year 6	Light	Recognise that light appears to travel in straight lines.	6
Science	Year 6	Light	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.	6
Science	Year 6	Light	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.	6
Science	Year 6	Light	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	6
Science	Year 6	Light	To record data and results of increasing complexity using line graphs.	6