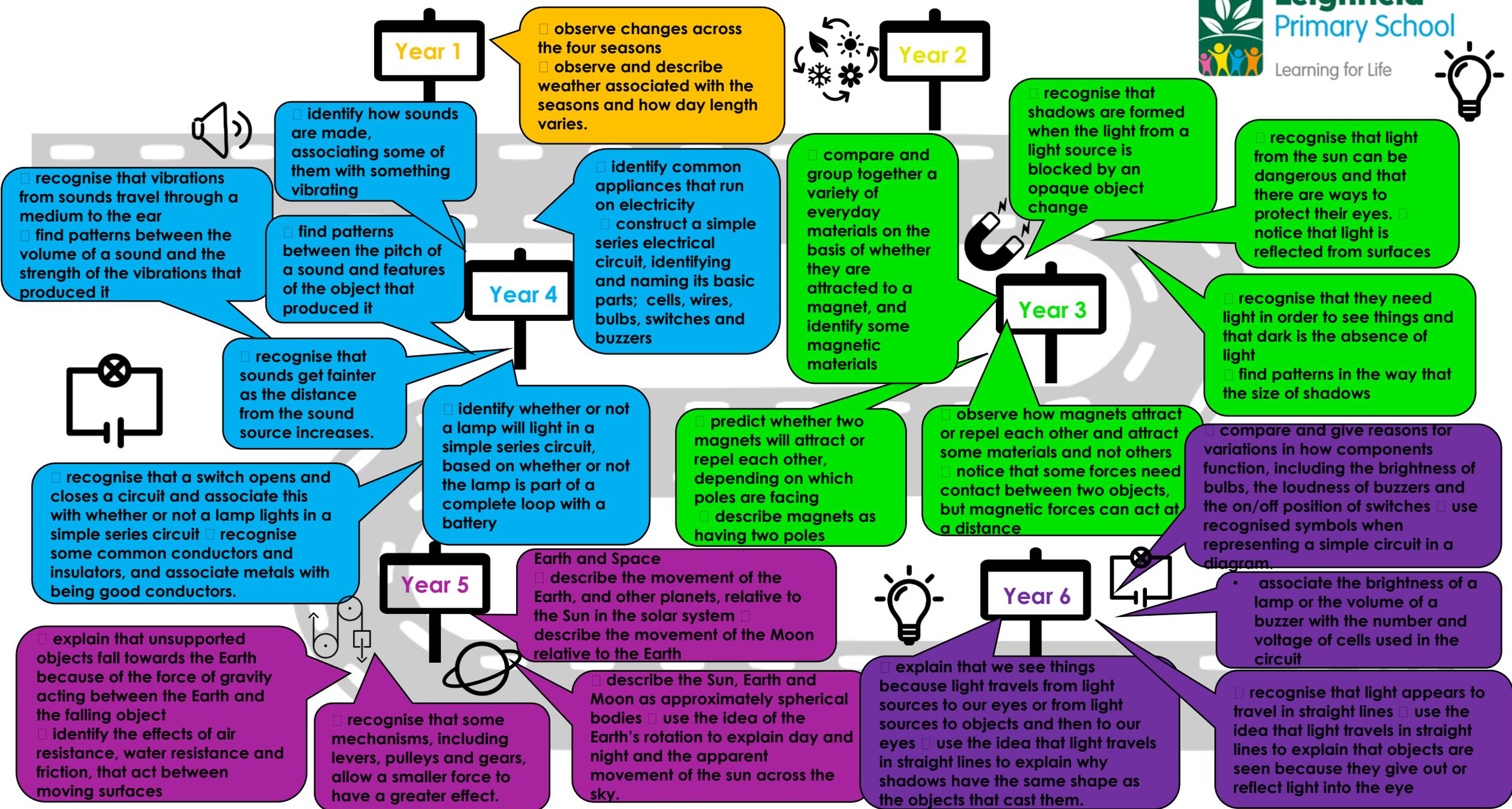


Science Curriculum Coverage Map – Physics



Science Curriculum Coverage Map- Chemistry

Year 1

describe the simple physical properties of a variety of everyday materials

compare and group together a variety of everyday materials on the basis of their simple physical properties.

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

distinguish between an object and the material from which it is made

Year 2

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



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

Year 3

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

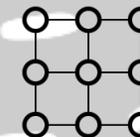
recognise that soils are made from rocks and organic matter.



Year 4

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

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)



compare and group materials together, according to whether they are solids, liquids or gases

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

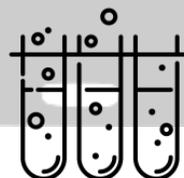
Year 5

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

demonstrate that dissolving, mixing and changes of state are reversible changes.

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

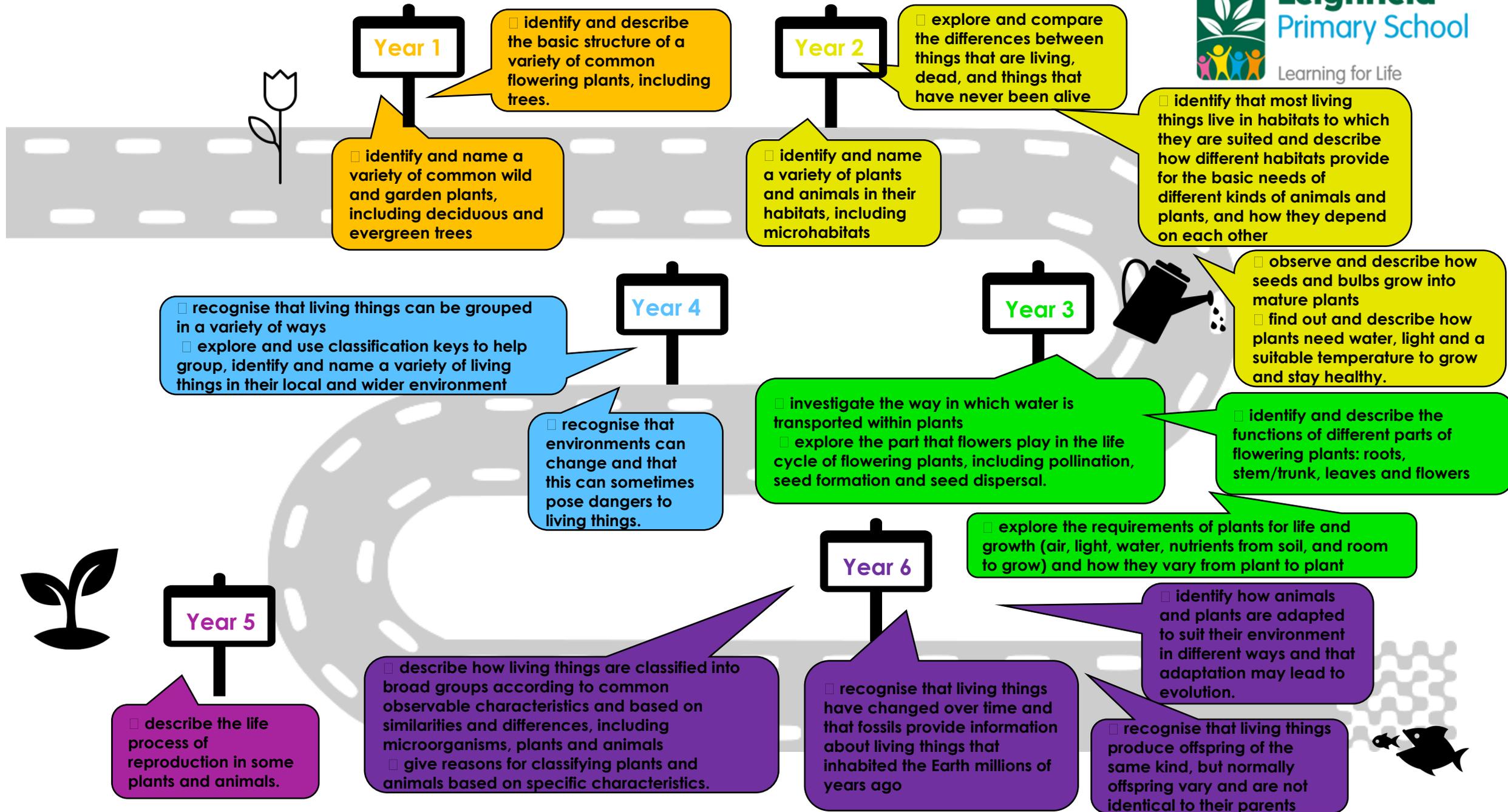
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating



give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Year 6

Science Curriculum Coverage Map – Biology (plants)



Science Curriculum Coverage Map – Animals

Year 1

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

- explore and compare the differences between things that are living, dead, and things that have never been alive

- 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.

- 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

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

- identify and name a variety of plants and animals in their habitats, including microhabitats

Year 3

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- 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

Year 4

- 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.

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey.

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Year 6

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

- describe the ways in which nutrients and water are transported within animals, including humans.

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- describe the changes as humans develop to old age.

- describe the life process of reproduction in some plants and animals.

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

