

EYFS Knowledge:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

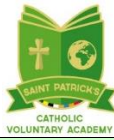
This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for science within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for science.

The most relevant statements for science are taken from the following areas of learning:

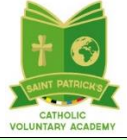
- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

EYFS

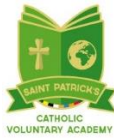
Science			
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got sofat?" 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. 	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	
	Understanding the World	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



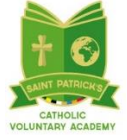
St Patrick's Catholic Voluntary Academy
Science Content Subject Organiser and End Points:



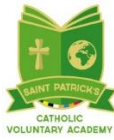
	KS1	Working Scientifically	Biology (including study of plants, animals and habitats)	Chemistry (including study of properties and behaviour of different materials)	Physics (including the study of matter, energy and forces)
Year 1/2	Plants (Y1)	<p>To ask simple questions and recognising that they can be answered in different ways</p> <p>To observe closely, using simple equipment</p> <p>To perform simple tests</p> <p>To identify and classify</p> <p>To use their observations and ideas to suggest answers to questions</p> <p>To gathering and recording data to help in answering questions</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		
	Animals, including humans (Y1)		<p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		
	Everyday materials (Y1)		<p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		
	Seasonal changes (Y1)				<p>To observe changes across the 4 seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>
	Plants (Y2)		<p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		
	Living things and their habitats (Y2)		<p>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To 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.</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To 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.</p>		
	Animals, including humans (Y2)		<p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		
	Use of everyday materials (Y2)		<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		



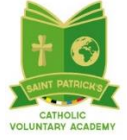
St Patrick's Catholic Voluntary Academy
Science Content Subject Organiser and End Points:



	LKS2	Working Scientifically	Biology (including study of plants, animals and habitats)	Chemistry (including study of properties and behaviour of different materials)	Physics (including the study of matter, energy and forces)
Year 3/4	Plants (Y3)	<p>To ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>To set up simple practical enquiries, comparative and fair tests.</p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To 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.</p> <p>To investigate the way in which water is transported within plants.</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		
	Animals, including humans (Y3)	<p>To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>	<p>To 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>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		
	Rocks (Y3)	<p>To gather, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>		<p>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>To recognise that soils are made from rocks and organic matter.</p>	
	Light (Y3)	<p>To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>			<p>To recognise that they need light in order to see things and that dark is the absence of light.</p> <p>To notice that light is reflected from surfaces.</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>To find patterns in the way that the size of shadows change.</p>
	Forces and Magnets (Y3)	<p>To identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>To use straightforward scientific evidence to answer questions or to support their findings.</p>			<p>To compare how things, move on different surfaces.</p> <p>To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>To observe how magnets, attract or repel each other and attract some materials and not others.</p> <p>To 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.</p> <p>To describe magnets as having 2 poles.</p> <p>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>



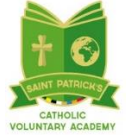
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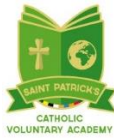
LKS2	Working Scientifically	Biology (including study of plants, animals and habitats)	Chemistry (including study of properties and behaviour of different materials)	Physics (including the study of matter, energy and forces)
Living things and their habitats (Y4)		<p>To recognise that living things can be grouped in a variety of ways.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p>		
Animals, including humans (Y4)		<p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To identify the different types of teeth in humans and their simple functions.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		
States of Matter (Y4)			<p>To compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>To 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.</p> <p>To identify the part played by evaporation and condensation in the water cycle and to associate the rate of evaporation with temperature.</p>	
Sound (Y4)				<p>To identify how sounds are made, associating some of them with something vibrating.</p> <p>To recognise that vibrations from sounds, travel through a medium to the ear.</p> <p>To find patterns between the pitch of a sound and features of the object that produced it.</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>To recognise that sounds, get fainter as the distance from the sound source increases.</p>
Electricity (Y4)				<p>To identify common appliances that run on electricity.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To 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.</p> <p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To recognise some common conductors and insulators, and associate metals with being good conductors.</p>



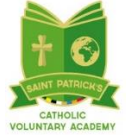
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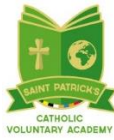
	UKS2	Working Scientifically	Biology (including study of plants, animals and habitats)	Chemistry (including study of properties and behaviour of different materials)	Physics (including the study of matter, energy and forces)
Year 5/6	Living things and their habitats (Y5)	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>To use test results to make predictions to set up further comparative and fair tests.</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To describe the life process of reproduction in some plants and animals.</p>		
	Animals, including humans (Y5)		<p>To describe the changes as humans, develop to old age.</p>		
	Properties and Changes of Materials (Y5)		<p>To 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.</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To 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.</p>		
	Earth and Space (Y5)		<p>To describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p>To describe the movement of the moon relative to the Earth.</p> <p>To describe the sun, Earth and moon as approximately spherical bodies.</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>		
	Forces (Y5)		<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>		



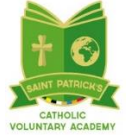
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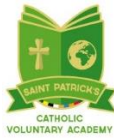
UKS2	Working Scientifically	Biology (including study of plants, animals and habitats)	Chemistry (including study of properties and behaviour of different materials)	Physics (including the study of matter, energy and forces)
Living things and their habitats (Y6)		<p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro -organisms, plants and animals.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p>		
Animals, including humans (Y6)		<p>To identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle of the way their bodies function.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p>		
Evolution and inheritance (Y6)		<p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		
Light (Y6)				<p>To recognise that light appears to travel in straight lines.</p> <p>To 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.</p> <p>To 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.</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Electricity (Y6)				<p>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>To 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.</p> <p>To use recognised symbols when representing a simple circuit in a diagram.</p>



St Patrick's Catholic Voluntary Academy
Science Content Subject Organiser and End Points:
Assessment framework- Science

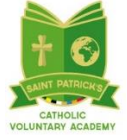


Working at ARE	
By the end of Y2, children can:	Working Scientifically: <ul style="list-style-type: none">♣ ask simple questions and recognising that they can be answered in different ways♣ observe closely, using simple equipment♣ perform simple tests♣ identify and classify♣ use their observations and ideas to suggest answers to questions♣ gather and record data to help in answering questions.
	Biology (Plants Y1): <ul style="list-style-type: none">♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees♣ identify and describe the basic structure of a variety of common flowering plants, including trees.- identify and describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom.- identify trees which lost their leaves and those that kept them the whole year.- point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green.- sort and group parts of plants using similarities and differences.- use simple charts etc. to identify plants.- collect information on features that change during the year.- use photographs to talk about how plants change over time.
	Biology (Plants Y2): <ul style="list-style-type: none">♣ observe and describe how seeds and bulbs grow into mature plants♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.- identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers.- explore the requirements of plants for life and growth and how they can vary from plant to plant.
	Biology (Animals, including humans Y1): <ul style="list-style-type: none">♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals♣ 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
	Biology (Living things and their habitats Y2): <ul style="list-style-type: none">♣ explore and compare the differences between things that are living, dead, and things that have never been alive♣ 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 plants and animals in their habitats, including microhabitats♣ 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.
	Biology (Animals, including humans Y2): <ul style="list-style-type: none">♣ 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.- recognise that animals and humans cannot make their own food; they get nutrition from what they eat.
	Chemistry (Everyday materials Y1): <ul style="list-style-type: none">♣ distinguish between an object and the material from which it is made♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock♣ 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.
	Chemistry (Uses of everyday materials Y2): <ul style="list-style-type: none">♣ 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.- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.- notice that some forces need contact between two objects, but magnetic- forces can act at a distance.
	Physics (Seasonal Changes Y1): <ul style="list-style-type: none">♣ observe changes across the four season`s♣ observe and describe weather associated with the seasons and how day length varies.- recognise that light from the sun can be dangerous and that there ways to protect their eyes and bodies.

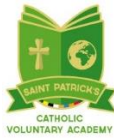


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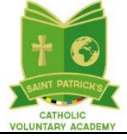


Working at ARE	
By the end of Y4, children can:	Working Scientifically: <ul style="list-style-type: none">♣ asking relevant questions and using different types of scientific enquiries to answer them♣ setting up simple practical enquiries, comparative and fair tests♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions♣ identifying differences, similarities or changes related to simple scientific ideas and processes♣ using straightforward scientific evidence to answer questions or to support their findings.
	Biology (Plants Y3): <ul style="list-style-type: none">♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and 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 within plants.♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
	Biology (Animals, including humans Y3): <ul style="list-style-type: none">♣ 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♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.
	Biology (Animals, including humans Y4): <ul style="list-style-type: none">♣ 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.
	Biology (Living things and their habitats Y4): <ul style="list-style-type: none">♣ 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.
	Chemistry (Rocks Y3): <ul style="list-style-type: none">♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock.♣ recognise that soils are made from rocks and organic matter.
	Chemistry (States of Matter Y4): <ul style="list-style-type: none">♣ compare and group materials together, according to whether they are solids, liquids or gases♣ 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.
	Physics (Light Y3): <ul style="list-style-type: none">♣ recognise that they need light in order to see things and that dark is the absence of light.♣ notice that light is reflected from surfaces.♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes.♣ 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.
	Physics (Sound Y4) <ul style="list-style-type: none">♣ 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.
	Physics (Forces and Magnets Y3): <ul style="list-style-type: none">♣ compare how things move on different surfaces,♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance.♣ observe how magnets attract or repel each other and 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.♣ describe magnets as having two poles.♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.



St Patrick's Catholic Voluntary Academy

Science Content Subject Organiser and End Points:



	<p>Physics (Electricity Y4):</p> <ul style="list-style-type: none"> ✦ identify common appliances that run on electricity. ✦ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, 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. ✦ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ✦ recognise some common conductors and insulators, and associate metals with being good conductors.
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By the end of Y5/6, children can:

Working at ARE	
	<p>Working Scientifically:</p> <ul style="list-style-type: none"> ✦ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ✦ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ✦ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ✦ using test results to make predictions to set up further comparative and fair tests. ✦ reporting and presenting 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. ✦ identifying scientific evidence that has been used to support or refute ideas or arguments.
	<p>Biology (Living things and their habitats Y5):</p> <ul style="list-style-type: none"> ✦ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ✦ describe the life process of reproduction in some plants and animals.
	<p>Biology (Animals, including humans Y5):</p> <ul style="list-style-type: none"> ✦ describe the changes as humans develop to old age.
	<p>Biology (Living things and their habitats Y6)</p> <ul style="list-style-type: none"> ✦ 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.
	<p>Biology (Animals, including humans Y6):</p> <ul style="list-style-type: none"> ✦ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ✦ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ✦ describe the ways in which nutrients and water are transported within animals, including humans
	<p>Biology (Evolution and inheritance Y6):</p> <ul style="list-style-type: none"> ✦ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ✦ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ✦ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	<p>Chemistry (Properties and Changes of Materials Y5):</p> <ul style="list-style-type: none"> ✦ 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 ✦ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ✦ 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 ✦ 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.
	<p>Physics (Earth and Space Y5):</p> <ul style="list-style-type: none"> ✦ describe the movement of the Earth, and other planets, relative to the Sun in the solar system. ✦ describe the movement of the Moon relative to the Earth. ✦ describe the Sun, Earth and Moon as approximately spherical bodies. ✦ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	<p>Physics (Forces Y5):</p> <ul style="list-style-type: none"> ✦ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ✦ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ✦ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
	<p>Physics (Light Y6):</p> <ul style="list-style-type: none"> ✦ recognise that light appears to travel in straight lines ✦ 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 ✦ 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 ✦ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	<p>Physics (Electricity Y6):</p> <ul style="list-style-type: none"> ✦ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. ✦ 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. ✦ use recognised symbols when representing a simple circuit in a diagram.