

Chemistry: Materials, States of Matter, Properties of Materials and Change				
Year 1	Year 2	Year 3	Year 4	Year 5
<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p>Key Vocabulary:</p> <p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>	<p>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>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Key Vocabulary:</p> <p>Names of materials – increased range from year 1 Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching</p>	<p>Know how soil is made and fossils formed.</p> <p>Know about and explain the difference between sedimentary, metamorphic and igneous rock.</p> <p>Compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>Key Vocabulary:</p> <p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Key Vocabulary:</p> <p>Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, particles</p>	<p>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>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including wood, metals and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Key Vocabulary:</p> <p>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</p>

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Biology: Plants		
Year 1	Year 2	Year 3
<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Identify and name the roots, trunk, branches and leaves of a tree.</p> <p>Key Vocabulary:</p> <p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area</p> <p>Pupils in Year 1: Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Key Vocabulary: Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Key Vocabulary:</p> <p>As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.</p> <p>Know the way in which water is transported within plants.</p> <p>Key Vocabulary:</p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal</p>

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Biology: Animals including Humans

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Key Vocabulary: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group N.B. The children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each. The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals not just meat.</p> <p>Parts of the body including those linked to PSHE teaching. Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue.</p>	<p>Know that animals, including humans, have offspring which grow into adults</p> <p>Know the basic stages in a life cycle for animals, including humans.</p> <p>Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Key Vocabulary: Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p> <p>Know about the importance of a nutritious, balanced diet.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement: Know about the skeletal and muscular system of a human.</p> <p>Key Vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Key Vocabulary: Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	<p>Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird.</p> <p>Know the differences between different life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p> <p>Key Vocabulary: Puberty: the vocabulary to describe sexual characteristics</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Key Vocabulary: Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle</p>

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Biology: Living Things and Their Habitats

Year 2	Year 4	Year 5	Year 6
<p>Pupils in Year 1 learn the name of the seasons observe changes across the weather in each season / varying day lengths.</p>			
<p>Explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>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>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</p> <p>Key Vocabulary:</p> <p>Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Know and label the features of a river</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>Key Vocabulary:</p> <p>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Key Vocabulary:</p> <p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p>	<p>Classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Know how animals and plants are adapted to suit their environment.</p> <p>Know about reproduction and offspring (recognising offspring normally vary and are not identical to their parents).</p> <p>Know the ways in which nutrients and water are transported in animals, including humans.</p> <p>Key Vocabulary:</p> <p>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering</p>

Biology: Evolution and Inheritance

Year 6

<p>Know about evolution and can explain what it is.</p> <p>Know how fossils can be used to find out about the past.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- 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>Key Vocabulary:</p> <p>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</p>
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Physics: Light and Sound

Year 3	Year 4	Year 6
<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p> <p>Key Vocabulary:</p> <p>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p>Know how sound is made associating some of them with vibrating.</p> <p>Know what happens to a sound as it travels from its source to our ears.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object producing a sound.</p> <p>Key Vocabulary:</p> <p>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>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>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p>Key Vocabulary:</p> <p>As for year 3 plus straight lines, light rays.</p>

Physics: Forces		
Year 3	Year 5	Year 5 – Earth and Space
<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Key Vocabulary:</p> <p>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.</p> <p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Key Vocabulary:</p> <p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p>	<p>Describe the Sun, Earth and Moon (using the term spherical).</p> <p>Know and demonstrate how night and day are created.</p> <p>Know about and explain the movement of the Moon relative to the Earth.</p> <p>Know about and explain the movement of the Earth and other planets relative to the Sun.</p> <p>Key Vocabulary:</p> <p>Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets</p>

Physics: Electricity

Year 4	Year 6
<p>Identify common appliances that run on electricity.</p> <p>Safety when using electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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>Recognise that a switch opens and closes the circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Know the difference between a conductor and an insulator; giving examples of each.</p> <p>Key Vocabulary:</p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol N.B. Children in year 4 do not need to use standard symbols as this is taught in year 6</p>	<p>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>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>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Key Vocabulary:</p> <p>Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably</p>