



Science

Our science curriculum, which includes biology, chemistry and physics, considers how to further develop the science capital of all our pupils; making the most of links with our local science community. We want to EQUIP our children by building on strategies that would help all of them, including our most vulnerable, to make connections to their learning from previous year groups. We have developed the Principles of Teaching Science at Woolenwick Junior School which are displayed as the acronym EQUIP. (Exploring, Questioning, Understanding, Investigating and Predicting). Every science lesson incorporates developing both scientific knowledge and scientific thinking.

Progression in Science knowledge

Biology: Plants - in the garden, growing plants, investigating plants

KS1	Year3	Year 4	Year 5	Year 6
<p>Identify and describe the basic structure and variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</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>Identify and describe The functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			



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Biology: Animals Including Humans – different animals, growth and survival, healthy eating and healthy bodies, teeth and digestion, human life cycles, humans and health

KS1	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>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans for survival. (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</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>Describe the changes as humans develop into old age.</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 describe the ways in which nutrients and water are transported within animals, including humans.</p>



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Biology: Living things and their habitats - seasonal changes, habitats, classification and interdependence, life cycles, classification, evolution and inheritance

KS1	Year 3	Year 4	Year 5	Year 6
<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</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 different sources of food.</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,</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>Recognise that living things can be grouped in a variety of ways.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</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>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>Give reasons for classifying plants and animals based on specific characteristics.</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 adaption may lead to evolution.</p> <p>Recognise that living things have changed over time and that fossils</p>



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and how they depend on each other.				provide information about living things that inhabited Earth millions of years ago.
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Chemistry: Materials – everyday materials, use of everyday materials, Rocks, Fossils and Soils, solids, liquids and gases, changes of materials

KS1	Year 3	Year 4	Year 5	Year 6
<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, plastic, glass, metal, 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 physical properties.</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 the shapes of solid objects made from some</p>	<p>Compare and group together different types of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</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 they are heated or cooled and measure or 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>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>Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a</p>	



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materials can be changed by squashing, bending, twisting and stretching.			<p>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 evaporation.</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 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: Light and Sound – light and shadows, sound and vibrations, light				
KS1	Year 3	Year 4	Year 5	Year 6
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Identify how sounds are made associating some of them with something vibrating.		<p>Recognise that light appears to travel in straight lines.</p> <p>Explain that we see things because light travels from</p>



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	<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 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 size of shadows change.</p>	<p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>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 that objects are seen because they give out or reflect light into the eye.</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>
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Physics: Forces – forces and magnets. Earth and Space

KS1	Year 3	Year 4	Year 5	Year 6
		<p>Compare how things move on different surfaces.</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 materials on the basis of</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as</p>	



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whether they are attracted to a magnet and identify some magnetic materials.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

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.

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

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

Recognise that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.



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Physics: Electricity: Circuits and components, electricity

KS1	Year 3	Year 4	Year 5	Year 6
		<p>Identify common appliances that run on 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 a 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>Use recognised symbols when representing a simple circuit in a diagram.</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>