

## Year 1 (A) Science

	<u>Head</u>	<u>Hands</u>
Plants Classification	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals, such as fish, amphibians, reptiles, birds and mammals. (4, 5, 8, 10)</li> </ul>	<ol style="list-style-type: none"> <li>Ask simple questions and recognise they can be answered in different ways.</li> <li>Suggest ways of answering questions.</li> <li>Make relevant observations.</li> <li>Recognise findings.</li> <li>Observe closely using simple equipment.</li> <li>Perform simple tests.</li> <li>Use their observations and ideas to suggest answers to questions.</li> <li>Gathering and recording data to help in answering questions.</li> <li>Label parts of the human body and other animals.</li> <li>Group objects/animals in different ways, explaining their reasons.</li> </ol>
	<ul style="list-style-type: none"> <li>Identify and name common animals that are carnivore, herbivore and omnivore. (3, 7, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals. (10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify, name and label the basic parts of the human body. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Know which part of the body is related to each sense. (3)</li> </ul>	
Offspring & Survival	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults. (2, 3, 7, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). (3, 7)</li> </ul>	
Food chains	<ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals (food chains). (4, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> </ul>	
Plants = growing	<ul style="list-style-type: none"> <li>Observe how seeds and bulbs grow into mature plants. (1, 3, 4, 6, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>Find out and describe how plants need light, water and a suitable temperature to grow and stay healthy. (1, 2, 3, 5, 6)</li> </ul>	
Animal Classification	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals, such as fish, amphibians, reptiles, birds and mammals. (7, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify and name common animals that are carnivore, herbivore and omnivore. (7, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals. (7, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify, name and label the basic parts of the human body. (9)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Know which part of the body is related to each sense. (3, 9)</li> </ul>	
Healthy Lifestyles	<ul style="list-style-type: none"> <li>• Can recall the importance of keeping clean. (7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Understand and explain the importance of exercise and a healthy lifestyle. (1, 3)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Describe how humans can keep healthy. (1, 3)</li> </ul>	

### Heart

- The learner demonstrates the ability to work with other children (collaborate) to learn about and share information and questions about science and their investigations.
- The learner shows enthusiasm to Science and a desire to find out more.
- The learner looks for opportunities to apply their science skills, knowledge and understanding in other contexts.
- The learner uses their literacy and maths skills during science, understanding how these elements are cross curricular.
- Learner understands the importance of having a healthy lifestyle.
- Know how to be calm, confident and collected in a crisis.

## Year 3 (A) Science

	<u>Head</u>	<u>Hands</u>
<b>Matter</b>	<ul style="list-style-type: none"> <li>Compare materials and discuss, according to whether they are solids, liquids or gases. (1, 6, 10)</li> </ul>	<ol style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make systematic and fair observations.</li> <li>Take accurate and fair measurements.</li> <li>Gather, record and present data in a variety of different ways.</li> <li>Record findings using simple scientific language and report on findings.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Construct a variety of food chains.</li> <li>Compare, observe and sort the differences between herbivores and carnivores.</li> <li>Sort materials into groups according to whether they are a solid, liquid or a gas.</li> </ol>
	<ul style="list-style-type: none"> <li>Describe and understand the different states of matter. (1, 2, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Observe that some materials change matter when they are heated or cooled. (1, 2, 3, 4, 5, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand the water cycle. (2)</li> </ul>	
<b>Food chains</b>	<ul style="list-style-type: none"> <li>Interpret and discuss a variety of food chains. (8)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify producers, predators and prey. (7, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe how animals get nutrition from what they eat. (2, 7, 9)</li> </ul>	
<b>The Human Body</b>	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explain the difference between the teeth of a herbivore and a carnivore. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explain what damages teeth and how to look after them. (1, 2, 3, 4, 5)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand the importance of nutrition. (2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right kind of nutrition, and that they cannot make their own food. (8)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explain how humans and animals get nutrition from what they eat. (2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans. (6)</li> </ul>	
<b>Rocks</b>	<ul style="list-style-type: none"> <li>Compare different types of rock on the basis of their appearance and simple physical properties. (1, 2, 3, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rocks. (2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that soils are made from rocks and organic matters. (2)</li> </ul>	
<b>Electricity</b>	<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity. (6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors. (1, 2, 3, 4, 5)</li> </ul>	

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|  | • Recognises that a switch open and closes a circuit and relate this to whether or not a lamp lights in a simple series circuit. (1) |  |
|  | • Identify and name the basic parts of a circuit. (5,6)  |  |
|  | • Construct a simple series circuit. (1,2,3,4,5)   |  |

### Heart

- The learner demonstrates the ability to work with other children (collaborate) to learn about and share information and questions about science and their investigations.
- The learner shows enthusiasm to Science and a desire to find out more.
- The learner looks for opportunities to apply their science skills, knowledge and understanding in other contexts.
- The learner uses their literacy and maths skills during science, understanding how these elements are cross curricular.
- Learner understands the importance of having a healthy lifestyle.
- Know how to be calm, confident and collected in a crisis.

## Year 5 (A) Science

	<u>Head</u>	<u>Hands</u>
Forces	<ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (5, 6,7)</li> </ul>	<ol style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present 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</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Explore falling objects and raise questions about the nature of air resistance.</li> <li>Investigate the relationship between light sources, objects and shadows.</li> <li>Draw a timeline to indicate stages in the growth and development of humans.</li> </ol>
	<ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (1, 2, 3, 4, 5, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (1, 2, 3, 4, 5, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify the effect of forces that act between moving surfaces. (7)</li> </ul>	
Living things - circulation	<ul style="list-style-type: none"> <li>Identify and name the main parts of the circulatory system. (10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the functions of the heart, blood vessels and blood. (10)</li> </ul>	
Electricity	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (2, 8)</li> </ul>	
	<ul style="list-style-type: none"> <li>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 (1, 2, 3, 4, 5, 6, 8)</li> </ul>	
	<ul style="list-style-type: none"> <li>Use recognised symbols when representing a simple circuit in a diagram. (11)</li> </ul>	
Living things- life cycles	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants</li> </ul>	
	<ul style="list-style-type: none"> <li>Give reasons for classifying plants based on specific characteristics.</li> </ul>	
	<ul style="list-style-type: none"> <li>Discuss the timeline of growth for humans compared to other animals. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some animals. (9, 10)</li> </ul>	
Light	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines (1, 2, 3, 4, 5, 6, 8)</li> </ul>	
	<ul style="list-style-type: none"> <li>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. (8)</li> </ul>	
	<ul style="list-style-type: none"> <li>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 (8)</li> </ul>	

	<ul style="list-style-type: none"> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (1, 2, 3, 4, 5, 6, 8)</li> </ul>	10. Label and sort parts of the human body including internal parts. 11. Draw simple circuits and label them.
Sex Education	<ul style="list-style-type: none"> <li>Learn about the changes experienced during puberty. (10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand that body changes during puberty are preparation for sexual maturity. (10)</li> <li>Be able to identify male and female parts. (10)</li> </ul>	

<u>Heart</u>	
<ul style="list-style-type: none"> <li>The learner demonstrates the ability to <u>work with other</u> children (<u>collaborate</u>) to learn about and share information about scientific experiments or reasoning.</li> <li>The learner demonstrates the ability to <u>work with other</u> children (<u>collaborate</u>) to discuss scientific problems and enquiries.</li> <li>The learner shows <u>enthusiasm</u> to Science and a desire to find out more.</li> <li>The learner looks for opportunities to <u>apply</u> their scientific skills, knowledge and understanding in <u>other contexts</u>.</li> <li>The learner uses their literacy and maths skills during science with confidence, understanding how these elements are cross curricular.</li> <li>Be able to understand and relate to changes during puberty, knowing that they are not going through these things alone.</li> </ul>	

## Year 2 (B) Science

	<u>Head</u>	<u>Hands</u>
Seasonal changes	• Describe weather associated with the seasons and how day length varies. (9)	<ol style="list-style-type: none"> <li>1. Ask simple questions and recognise they can be answered in different ways.</li> <li>2. Suggest ways of answering questions.</li> <li>3. Make relevant observations.</li> <li>4. Recognise findings.</li> <li>5. Observe closely using simple equipment.</li> <li>6. Perform simple tests.</li> <li>7. Use their observations and ideas to suggest answers to questions.</li> <li>8. Gathering and recording data to help in answering questions.</li> <li>9. Observe, draw and label changes across the four seasons.</li> <li>10. Say which part of the human body is associated with each sense.</li> <li>11. Draw a simple food chain, identifying and naming the different sources of food.</li> <li>12. Group everyday materials on the basis of their physical properties.</li> </ol>
	• Observe and describe the seasons. (9)	
	• Observe changes across the four seasons. (9)	
Materials	• Distinguish between an object and the material from which it is made. (7)	
	• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (3, 7)	
	• Describe the simple physical properties of a variety of everyday materials. (3)	
	• Compare everyday materials on the basis of their simple physical properties. (12)	
	• Identify and compare the suitability of materials for everyday uses. (1, 2, 3, 4, 5, 6, 12)	
	• Find out how the shapes of solid objects from some materials can be changed. (1, 2, 3, 4, 5, 6, 12)	
Seasonal changes	• Describe weather associated with the seasons and how day length varies. (9)	
	• Observe and describe the seasons. (9)	
	• Observe changes across the four seasons. (9)	
Parts of the body	• Identify, name, draw and label the basic parts of the human body. (10)	
	• Sort the senses and their attributes into groups. (10)	
	• Show ways of keeping healthy. (3, 6)	
Habitats	• Use the local environment to explore and answer questions about animals in their habitat. (3, 4, 5, 7)	
	• Understand how to take care of animals from their local environment and the need to return them safely after study. (3, 4, 5, 7)	
	• Explore and compare the differences between things that are living, dead and things that have never been alive. (3, 4, 5, 7)	
	• Identify that most living things live in habitats to which they are suited. (3, 4, 5, 7)	

	<ul style="list-style-type: none"> <li>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (1, 2, 3, 4, 5, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats. (4, 5, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals (food chains). (11)</li> </ul>	
Seasonal changes	<ul style="list-style-type: none"> <li>Describe weather associated with the seasons and how day length varies. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Observe and describe the seasons. (9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Observe changes across the four seasons. (9)</li> </ul>	

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## Year 4 (B) Science

	<u>Head</u>	<u>Hands</u>
<b>Forces and magnets</b>	<ul style="list-style-type: none"> <li>Compare how things move on different surfaces. (1, 2, 3, 4, 5)</li> </ul>	<ol style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests.</li> <li>Make systematic and fair observations.</li> <li>Take accurate and fair measurements.</li> <li>Gather, record and present data in a variety of different ways.</li> <li>Record findings using simple scientific language and report on findings.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Group different types of rock on the basis of their appearance and simple physical properties.</li> <li>Investigate how shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find and investigate patterns in the way that the size of shadows change.</li> <li>Group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</li> </ol>
	<ul style="list-style-type: none"> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (1,2,11,12)</li> </ul>	
	<ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials but not others. (1,2,6,11,12)</li> </ul>	
	<ul style="list-style-type: none"> <li>Compare a variety of everyday materials on the basis of whether they are attracted to a magnet. (11)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand and describe magnets as having two poles. (2, 11, 12)</li> </ul>	
	<ul style="list-style-type: none"> <li>Predict whether two magnets will attract or repel each other depending on which poles are facing. (2, 11, 12)</li> </ul>	
<b>Classifying animals</b>	<ul style="list-style-type: none"> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement. (2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand characteristics of different animal groups and be able to explain and define. (13, 14)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways. (13, 14)</li> </ul>	
<b>Light</b>	<ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light. (2, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Notice that light is reflected from surfaces. (1, 2, 3, 4, 5)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that light from the sun can be dangerous, and that there are ways to protect their eyes. (2)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (1, 2, 3, 4, 5)</li> </ul>	

Habitats	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways. (13, 14)</li> </ul>	<p>12. Investigate magnets repelling and attracting each other.</p> <p>13. Group living things in a variety of ways.</p> <p>14. Use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>15. Explore and investigate patterns in pitch and volumes of sounds.</p>
	<ul style="list-style-type: none"> <li>Explore classification keys. (13, 14)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things. (2, 13, 14)</li> </ul>	
Plants	<ul style="list-style-type: none"> <li>Identify and describe the different functions of parts of flowering plants, roots, stem/trunk, leaves and flowers. (13, 14)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant. (1, 2, 3, 4, 13, 14)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (2)</li> </ul>	
Sound	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating. (15)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognize that vibrations from sounds travel through a medium to the ear. (2, 15)</li> </ul>	
	<ul style="list-style-type: none"> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it. (15)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases. (15)</li> </ul>	

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## Year 6 (B) Science

	<u>Head</u>	<u>Hands</u>
Earth & space	<ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets, relative to the Sun in the solar system. (6, 10)</li> </ul>	<ol style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present 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</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Draw a timeline to indicate stages in the growth and development of humans.</li> <li>Group everyday materials on the basis of their properties, including their hardness,</li> </ol>
	<ul style="list-style-type: none"> <li>Describe the movement of the Moon relative to the Earth. (6, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe the Sun, Earth and Moon as approximately spherical bodies. (6, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (6, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand the effects of the Earth's rotation. (6, 10)</li> </ul>	
	<ul style="list-style-type: none"> <li>Explain effects of gravity on Earth. (6, 10)</li> </ul>	
Properties & changes of materials	<ul style="list-style-type: none"> <li>Compare everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. (8, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquids to form a solution, and describe how to recover a substance from a solution. (1, 2, 3, 4, 5, 6, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (1, 2, 3, 4, 5, 6)</li> </ul>	
	<ul style="list-style-type: none"> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (1, 2, 3, 4, 5, 6, 8)</li> </ul>	
	<ul style="list-style-type: none"> <li>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. (1, 2, 3, 4, 5, 6, 9)</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand how solutions are formed and separated. (1, 2, 3, 4, 5, 6, 9)</li> </ul>	
Animals inc humans - classifications	<ul style="list-style-type: none"> <li>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. (11)</li> </ul>	
	<ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics. (11)</li> </ul>	

Evolutions & Inheritance	<ul style="list-style-type: none"> <li>• Reocognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (11)</li> </ul>	<p>solubility, transparency, conductivity and response to magnets.</p> <p>9. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>10. Use practical equipment to demonstrate the relationship of the earth, moon, sun and other planets.</p> <p>11. Group living things into different categories according to their characteristics.</p>
	<ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (11)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identify how animals and plants are adapted to suit their environment in different ways, and that adaptation may lead to evolution. (5, 6)</li> </ul>	
Animals inc humans - Changes in Humans	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age. (11, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Compare the gestation period of other animals to humans. (11, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Find out the length and mass of a baby as it grows. (1, 2)</li> </ul>	
Sex Education	<ul style="list-style-type: none"> <li>• Describe the life process of reproduction in some animals. (11, 7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Learn about the changes experienced during puberty. (7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Understand that body changes during puberty are preparation for sexual maturity. (7)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Be able to identify male and female parts. (7)</li> </ul>	

### Heart

- The learner demonstrates the ability to work with other children (collaborate) to learn about and share information about scientific experiments or reasoning.
- The learner demonstrates the ability to work with other children (collaborate) to discuss scientific problems and enquiries.
- The learner shows enthusiasm to Science and a desire to find out more.
- The learner looks for opportunities to apply their scientific skills, knowledge and understanding in other contexts.
- The learner uses their literacy and maths skills during science with confidence, understanding how these elements are cross curricular.
- Be able to understand and relate to changes during puberty, knowing that they are not going through these things alone.