

Woodthorpe Primary School

Curriculum

Science

Plants

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants I can begin to understand that plants need water to grow. I can begin to understand that plants need sunlight to grow. I know that I need to handle plants with care. I know that many plants come from seeds. I can begin to identify a variety of common fruits: apples, strawberries, pears and bananas. I can begin to identify a variety of vegetables: carrots, potatoes and beans.	Plants To know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time.	Introduction to plants To know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To begin to understand how plants grow and change over time.	Plant growth To know that seeds and bulbs grow into seedlings by producing roots and shoots. To know that seedlings grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers and fruits. To know that seeds need water to germinate. To know that plants need water, light and a suitable temperature for growth and health.	Plant reproduction To understand the functions of the basic parts of a plant and the relationship between structure and function. To know that water is transported within a plant from the root, through the stem, to the leaves. To know that plants need water, light, air, nutrients/fertilizer and a suitable temperature for growth and health. To understand that the needs for growth and health vary from plant to plant. To know the life cycle of a plant from seed to mature plant. To know that flowers are the reproductive organ of a plant. To know that the process of pollination is the transfer of pollen to the female (part of the) flower. To know that the process of seed formation is the growth of a seed after pollination/fertilisation. To know some different methods of seed dispersal and the benefits of each.			

Animals, including humans

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life cycles I can begin to identify the five senses. I can begin to talk about what I see, using a range of vocabulary.	Myself Growing Up I know how to brush my teeth and why it's important. I know that my body changes and I can identify some of the	Sensitive Bodies: comparing animals To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals). To know the main body parts of common animals (arms, legs,	Life cycles and health To understand how living things change, and that animals have offspring that grow into adults. To know which offspring comes from which parent animal. To know the stages in some	Movement and nutrition To know that animals can be grouped based on the presence of a skeleton. To know that the skeleton in humans and some animals is used for movement, protection	Digestion and food To know the main organs of the human digestive system (mouth, teeth, tongue, oesophagus, stomach, small and large intestines) and describe their simple functions. To know the different types of	Human timeline To describe the human life cycle, including the stages of growth and development (baby, toddler, child, teenager, adult, elderly). To describe changes that occur during puberty (in boys and	Circulation and exercise To know the main parts of the human circulatory system (heart, blood vessels and blood). To know that the heart pumps blood around the body.

<p>I can begin to use my senses to make observations about things around me.</p> <p>I can begin to use scientific tools (e.g. magnifying glass, tape measure etc.) to explore items.</p> <p>I can begin to understand the purpose of my senses and the dangers if I don't use them properly.</p>	<p>changes that may happen to me this year.</p> <p>I know some foods that are healthy and some foods that are unhealthy.</p> <p>I can name some ways to keep myself healthy (sleeping, exercise, hygiene).</p>	<p>wings, tails, fins, head, trunk, horns/tusks, shell)</p> <p>To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</p> <p>To know the five main senses: sight, smell, hearing, taste and touch.</p> <p>To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch.</p> <p>To know that a carnivore is an animal that eats other animals and to give some examples.</p> <p>To know that a herbivore is an animal that eats only plants and to give some examples.</p> <p>To know that an omnivore is an animal that eats both animals and plants, and to give some examples.</p>	<p>animal life cycles.</p> <p>To know that animals, including humans, need water, food and air to survive.</p> <p>To understand the importance of exercise, a balanced diet and hygiene for humans.</p>	<p>and support.</p> <p>To know that the muscular system in humans and some animals works with the skeleton for movement.</p> <p>To know the main bones in the body.</p> <p>To know that animals, including humans, need the right types and amount of nutrition.</p> <p>To understand that humans cannot make their own food and therefore eat to get the nutrition needed.</p> <p>To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.</p> <p>To know that a balanced diet should include all food groups. To describe the diets of different animals.</p>	<p>human teeth (incisor, canine, premolar and molar) and their simple functions.</p> <p>To know that teeth can be damaged, including the effect of sugary and acidic food.</p> <p>To know that it is important to brush teeth twice a day, make good food choices and visit the dentist regularly.</p> <p>To describe the teeth of carnivores and herbivores, and understand why they are different.</p> <p>To know that predators hunt for their food and prey are the animals being hunted.</p> <p>To know that producers make their own food.</p> <p>To know that food chains begin with a producer followed by consumers, and arrows to show the energy passed on.</p>	<p>girls).</p> <p>To know that gestation periods vary across mammals.</p>	<p>To know that the blood vessels transport blood around the body.</p> <p>To know that the blood transports vital substances around the body, including oxygen and nutrients.</p> <p>To understand the relationships between different organ systems.</p> <p>To understand the impact of diet, exercise, drugs and lifestyle on the way a body functions.</p> <p>To know that the heart rate is the number of beats per minute and breathing rate is the number of breaths per minute.</p> <p>To know that exercise increases heart and breathing rates.</p>
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Living things and their habitats							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Life cycles</p> <p>I can plant seeds and care for growing plants.</p> <p>I can observe the lifecycle of a plant and talk about some of the changes.</p> <p>I can observe the lifecycle of a frog and talk about some of the changes.</p> <p>I can identify some similarities and differences of humans of different ages.</p>	<p>Animals, caring for living things</p> <p>I can begin to know that animals live in different places and I need to be respectful of their habitat.</p> <p>I can begin to know that animals have different diets (carnivore, omnivore and herbivore).</p> <p>I know that some animals are wild and some are domestic.</p> <p>I know some ways to care for a pet.</p> <p>Minibeasts</p> <p>I can begin classify mini beasts using their appearance.</p> <p>I can begin to name common mini beasts, including spider, worm, ladybird, bee and wasp.</p> <p>I know some placed find some common mini beasts.</p>		<p>Habitats and microhabitats</p> <p>To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.</p> <p>To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes.</p> <p>To know a variety of plants and animals and describe some differences.</p> <p>To name a variety of habitats, including woodland, ocean, rainforest and seashore.</p> <p>To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive.</p> <p>To know that a micro-habitat is a very small habitat (e.g. stones, logs and leaf litter).</p> <p>To know that living things</p>		<p>Classification and changing habitats</p> <p>To know that living things can be grouped in different ways.</p> <p>To know that a classification key can be used to group and identify plants and animals.</p> <p>To know that vertebrates are animals which have a backbone and invertebrates are animals which do not have a backbone.</p> <p>To know that plants can be grouped into flowering or non-flowering varieties.</p> <p>To know that flowering plants include grasses and non-flowering plants includes ferns and mosses.</p> <p>To know that there are five main vertebrate groups: birds, mammals, reptiles, amphibians and fish.</p> <p>To know that invertebrate groups include snails, slugs, worms, spiders and insects.</p>	<p>Life cycles and reproduction</p> <p>To know that a life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again.</p> <p>To know that all living things must reproduce for the species to survive.</p> <p>To know that sexual reproduction requires two parents, whereas asexual reproduction only requires one parent.</p> <p>To know that there are different processes plants and animals use to reproduce (asexual and sexual reproduction).</p>	<p>Classifying big and small</p> <p>Evolution and inheritance</p> <p>To know that 'organism' is a term used to refer to an individual living thing.</p> <p>To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye.</p> <p>To know the characteristics of the different groups of vertebrates and commonly found invertebrates.</p> <p>To know that living things have changed over time.</p> <p>To know that fossils provide us with information about living things that inhabited the Earth millions of years ago.</p> <p>To know that characteristics are passed from parents to their offspring, but that all offspring vary from their parents.</p> <p>To know that over time, variation in offspring can affect</p>

	I know the importance of some mini beast (e.g. bees for pollination)		<p>depend upon each other (e.g. for food, shelter.)</p> <p>To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.</p>		<p>To know that habitats can change throughout the year and this can be dangerous for living things.</p> <p>To know that humans can have both a positive and negative impact on the environment.</p>		<p>animals' chances of survival in particular environments.</p> <p>To know that animals and plants have adapted to suit their environment over many millions of years and that this process can be called evolution.</p>
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Materials							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring materials</p> <p>I can begin to identify materials with similar and/or different properties.</p> <p>I can begin to observe changes in materials.</p> <p>I can begin to explore how different materials sink and float.</p> <p>I know that light can shine through some materials, but not others.</p>	<p>Materials: changing states of matter</p> <p>I understand some important processes and the changes in the natural world around them including the season and states of matter.</p> <p>I know that some things melt.</p> <p>I know that some things freeze.</p> <p>I can begin to describe the water cycle.</p>	<p>Everyday material</p> <p>To know that objects are items or things.</p> <p>To know that a material is what an object is made from.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To know that property refers to how a material can be described.</p> <p>To describe the physical properties of a variety of everyday materials.</p> <p>To understand that materials can be grouped based on their physical properties.</p>	<p>Uses of everyday materials</p> <p>To know why objects are made from particular materials and to give examples of their suitability.</p> <p>To know that one material can be used for a range of purposes (and to give examples.)</p> <p>To know that different materials can be used for the same purpose (and to give examples.)</p> <p>To know why certain materials are unsuitable for particular objects.</p> <p>To know that a force must be applied to change the shape of a solid object.</p> <p>To know that solid objects can be squashed, bent, twisted or stretched.</p> <p>To know that different solid objects may take a different amount of force to change shape.</p>	<p>Rocks and soil</p> <p>To know that rocks can be grouped based on their appearance or properties, (e.g. colour, texture, hardness, permeability.)</p> <p>To know that rocks may contain grains, crystals or fossils.</p> <p>To know that grains and crystals appear differently and can be used to classify rocks.</p> <p>To know that soils are made from rocks and dead matter.</p> <p>To understand the relationship between the properties of rocks and their uses.</p> <p>To know that fossils can form from the remains of living things.</p> <p>To know that rocks can change over time (e.g. erosion, weathering).</p>	<p>States of matter</p> <p>To know that all substances around us can exist as solids, liquids and gases.</p> <p>To know that a property of a solid is that it keeps its shape unless a force is applied to it.</p> <p>To know that a property of a liquid can flow freely and take on the shape of a container. To know that a property of a gas does not have a fixed shape and can escape from an unsealed container.</p> <p>To know that heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating).</p> <p>To know that cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing).</p> <p>To know that water can exist as a solid, a liquid or a gas.</p> <p>To know that the melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius.</p> <p>To know that water flows around the world in a continuous process called the water cycle.</p> <p>To know that in the water cycle, evaporation is when bodies of water are heated and turn into water vapour.</p> <p>To know that in the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation.</p> <p>To know that the rate of evaporation increases as temperature rises.</p>	<p>Mixtures and separation</p> <p>Properties and changes</p> <p>To describe a broader range of materials and their properties, including hardness, solubility, transparency, conductivity and response to magnets.</p> <p>To know that some substances will dissolve in a liquid to form a solution.</p> <p>To know the factors that affect the time taken to dissolve, including temperature and stirring.</p> <p>To understand that dissolving, mixing and changes of state are reversible changes.</p> <p>To know that some liquids and solids can be separated using sieving, filtering and evaporation and to describe these processes.</p> <p>To understand that some changes result in the formation of new materials and that these are usually irreversible. (e.g. burning, rusting, the action of acid on bicarbonate of soda.)</p>	

Energy: light							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Light and shadows</p> <p>To know that light travels from a source (e.g. the Sun, light bulbs and torches).</p> <p>To know that light is needed to see things and that dark is the absence of light.</p> <p>To know that light from the Sun can be dangerous and how to protect their eyes.</p> <p>To know that all materials reflect light. To know that shadows are formed when the light from a light source is blocked by an opaque object.</p>			<p>Light and reflection</p> <p>To know that light travels in a straight line from a light source.</p> <p>To understand that luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye.</p> <p>To know that shiny surfaces reflect light uniformly.</p> <p>To know that when light is reflected off a surface, its direction changes.</p> <p>To know that mirrors and periscopes work using reflection of light on smooth surfaces.</p> <p>To understand why shadows have the same shape as the objects that cast them as a result of light travelling in straight lines.</p> <p>To understand relationships between light sources, objects and shadows.</p> <p>To understand how and why the distance between the object and the screen affects the size of the shadow.</p> <p>To understand how the angle of a reflected ray is affected by the angle of the incoming ray on a smooth surface.</p>

Energy: sound							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Sound and vibrations</p> <p>To understand that sound is a result of vibrations.</p> <p>To know that vibrations from sounds travel through mediums to the ear.</p> <p>To know that an insulating material reduces the amount of vibrations that pass through it and this can be used to protect the ears from damaging sounds.</p> <p>To know that different materials provide different amounts of insulation against sound.</p>		

					<p>To know a variety of ways to change the pitch or volume of a sound.</p> <p>To know that quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds.</p> <p>To know that stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds.</p> <p>To know that sounds get fainter as the distance from the sound source increases.</p>		
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Energy: electricity							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>How things work: electricity</p> <p>I know some dangers of electricity.</p> <p>I can name some things that are powered by electricity</p> <p>I can help make a bulb light up.</p>				<p>Electricity and circuits</p> <p>To know that all electrical appliances need a power source, including batteries or mains electricity.</p> <p>To know that an electrical circuit needs a complete path for the electrical charge to flow through.</p> <p>To know the main components in a simple series circuit. To know the precautions for working safely with electricity.</p> <p>To know that some materials allow electrical charge to pass through them quickly and these are known as electrical conductors (e.g. metals).</p> <p>To know that some materials do not allow electrical charge to pass through them easily and these are known as electrical insulators (e.g wood and plastic).</p> <p>To know that metals are used for cables and wires because they are good conductors of electricity.</p> <p>To know that plastic is used to cover cables and wires because it is a good insulator.</p> <p>To understand that an open switch breaks a series circuit so the components will be off.</p> <p>To understand that a closed switch completes a series circuit so the components will be on.</p>		<p>Circuits, batteries and switches</p> <p>To know a wider variety of components in a series circuit (including buzzer and motor).</p> <p>To know the conventions used to draw circuit diagrams, including the recognised symbols for common components and using straight lines.</p> <p>To know that the voltage of a circuit can be changed and how this affects bulb brightness (or buzzer volume).</p>

					To understand the relationship between bulb brightness and the number of bulbs in a circuit.		
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Forces, Earth and space							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Space</p> <p>I can begin to talk about what we can find beyond the sky.</p> <p>I know which planet we live on.</p> <p>I can identify some differences between Earth and the other planets.</p> <p>I can begin to know how and why humans travel to space.</p>		<p>Seasonal changes</p> <p>To know the name and order of the four seasons; spring, summer, autumn and winter.</p> <p>To know that it is unsafe to look directly at the Sun.</p> <p>To know weather associated with the four seasons and how it changes (in the UK).</p> <p>To understand that day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer.</p>				<p><u>Earth and space</u></p> <p>To know that the Sun is a star at the centre of our solar system.</p> <p>To know that the Sun, Earth and Moon are approximately spherical bodies.</p> <p>To know the names, order and relative positions of the planets and other main celestial bodies.</p> <p>To know that a moon is a celestial body that orbits a planet and give examples of moons that orbit other planets.</p> <p>To know that the Earth and other planets orbit around the Sun.</p> <p>To know that the tilt of the Earth and its orbit around the Sun causes the seasons.</p> <p>To know that the Moon orbits around the Earth.</p> <p>To understand how the Earth's rotation causes day and night and the apparent movement of the Sun across the sky.</p>	

Forces, Earth and space							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Forces and magnets</p> <p>To know some examples of contact and non-contact forces.</p> <p>To know that some forces are a result of contact between two surfaces, but some forces can act at a distance (e.g. magnetism).</p> <p>To know the North and South poles of a magnet.</p> <p>To know some examples of magnetic materials, including iron and nickel, and how they react to a magnet and each</p>		<p>Imbalanced forces</p> <p>To know that gravity is a non-contact force that pulls objects together.</p> <p>To know that air resistance and water resistance are both types of friction.</p> <p>To know that unsupported objects fall towards the Earth because of gravity.</p> <p>To know that friction, air resistance and water resistance act in the opposite direction to a</p>	

				<p>other.</p> <p>To know some different examples of magnets, including bar, horseshoe, button and ring, To know some uses of magnets.</p> <p>To know that friction is a contact force that acts between two surfaces to slow an object down.</p> <p>To know that magnetism is a non-contact force that affects objects containing magnetic metal.</p> <p>To understand that the opposite poles of a magnet attract one another and like poles repel one another.</p> <p>To know that rougher surfaces have more friction between them than smoother surfaces.</p> <p>To understand that the strength of different magnets may vary.</p>		<p>moving object.</p> <p>To know that when forces are imbalanced, the speed, shape or direction of an object changes.</p> <p>To know that when forces are balanced the speed, shape or direction of an object stays the same.</p> <p>To know that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>To know that rougher surfaces have more friction between them than smoother surfaces and how that may affect movement.</p> <p>To know that the larger the surface area of an object the greater the air or water resistance it creates.</p>	
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