



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Science Curriculum Coverage Year B

Year 1 & 2 coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals including Humans	Animals including Humans	Animals including Humans	Seasonal Changes	Living Things and their Habitats	Living Things and their Habitats
Year 1						
National Curriculum Objectives/Unit						
Scientific Enquiry						
Asking simple questions and recognising that they can be answered in different ways						
Observing closely, using simple equipment						
Performing simple tests						
Identifying and classifying						
Using observations and ideas to suggest answers to questions						
Gathering and recording data to help in answering questions						
Animals, including humans						
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



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						
Seasonal Changes						
Observe changes across the 4 seasons						
Observe and describe weather associated with the seasons and how day length varies						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Year 2

National Curriculum Objectives/Unit

Scientific Enquiry

Asking simple questions and recognising that they can be answered in different ways						
Observing closely, using simple equipment						
Performing simple tests						
Identifying and classifying						
Using observations and ideas to suggest answers to questions						
Gathering and recording data to help in answering questions						

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults						
Find out about and describe the basic 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						
Identify, name, draw and label the basic parts of the						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



human body and say which part of the body is associated with each sense						
Living things and their habitats						
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 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						

Year 3 & 4 coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals including Humans	Animals including Humans	Practical Investigation	Sound	Light	Living Things and their Habitats
Year 3						
National Curriculum Objectives/Unit						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Scientific Enquiry						
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						
Animals, including humans						
Identify that animals, including humans, need the right types and amount of nutrition, and that they						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



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						
Light						
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						
Find patterns in the way that the size of shadows change						
Practical Investigation Skills						
Identify and know the different types of variable in a fair test						
Know the value of a quality scientific diagram and how to construct one.						
Write a concise and accurate method						
Know how to collect and process data appropriate to an investigation						
Communicate results appropriate to the investigation						
Write up a complete investigation including a conclusion						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Year 4

National Curriculum Objectives/Unit

Scientific Enquiry

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						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Using straightforward scientific evidence to answer questions or to support their findings						
Living things and their habitats						
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						
Animals, including humans						
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						
Sound						
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						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Recognise that sounds get fainter as the distance from the sound source increases						
---	--	--	--	--	--	--



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Year 5 & 6 coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Animals including Humans	Animals including Humans	Earth and Space	Evolution and Inheritance	Light	Living Things and their Habitats
Year 5						
National Curriculum Objectives/Unit						
Scientific Enquiry						
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 a 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						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Animals, including humans						
Describe the changes as humans develop to old age						
Earth and Space						
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						
Year 6						
National Curriculum Objectives/Unit						
Scientific Enquiry						
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						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Reporting and presenting 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						
Identifying scientific evidence that has been used to support or refute ideas or arguments						
Living things and their habitats						
Describe how living things are classified into broad groups according to common observable characteristics and bases on similarities and differences, including micro-organisms, plants and animals						
Give reasons for classifying plants and animals based on specific characteristics						
Animals, including humans						
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						
Evolution and inheritance						
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						



THRESHFIELD PRIMARY SCHOOL CURRICULUM COVERAGE



Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution						
Light						
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						