



Holt Community Primary School - Curriculum Review

Threads of learning for Science

Thread	EYFS	KS1	LKS2	UKS2
Working Scientifically				
Planning and Predicting		Can ask simple questions Recognises that questions can be answered in different ways 1 / T1a / Pets 2 / T1a / Ourselves 3 / T1a / Animals	Sets up simple practical enquiries, including comparative and fair tests Uses results to draw simple conclusions and make predictions for new values A/ T1a / Rocks B / T3b / Forces and Magnets	Chooses the most appropriate type of scientific enquiries to answer questions. Recognises and controls variables in a fair test when necessary. Uses test results to make predictions to set up further comparative and fair tests. B / T3a / Light
Observing and measuring		Observes closely, using simple equipment (e.g. magnifier) Performs simple tests Identifies and classifies natural and man- made objects 1 / T1b / Autumn 2 / T1a / Ourselves 3 / T1a / Animals	Makes systematic and careful observations A / T1a / Rocks A / T3b / States of Matter B/ T1b / Living Things B / T3b / Forces and Magnets Where appropriate, takes accurate measurements using standard units, using a range of equipment, including thermometers and data loggers A/ T3b / States of Matter A / T3b / Sound Identifies differences, similarities or changes related to simple scientific ideas and processes A/ T3b / States of Matter	Takes measurements, using a range of scientific equipment, with increasing accuracy and precision. Takes measurements, taking repeat readings when appropriate Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Reporting and presenting findings from enquiries, including degree of trust in results, in oral and written forms such as displays and other presentations A / T3b / Forces B / T1b / Evolution and Inheritance B / T3a / Light B / T3a / Electricity
Concluding and evaluating		Gathers and records data in words and drawings to help answer questions	Using straightforward scientific evidence to answer questions or to support their findings Using results to suggest improvements and	Records data and results of increasing complexity using scientific diagrams and labels, and classification keys.

		<p>Uses their observations and ideas to suggest answers to questions</p> <p>1 / T2a / Australia 2 / T1a / Ourselves 3/ T1a / Animals</p>	<p>raise further questions Reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>A / T1a / Rocks B / T1b / Living Things B / T3b / Forces and Magnets</p> <p>Records findings using keys, bar charts, and tables Records findings using simple scientific language, drawings and labelled diagrams Chooses the most appropriate method of recording, classifying and presenting data to help in answering questions</p> <p>B/ T2b / Electricity and Light B / T3b / Forces and Magnets B / T3b / Humans</p>	<p>Presents data in the appropriate form, including tables, scatter graphs, bar and line graphs. Identifies scientific evidence that has been used to support or refute ideas or arguments.</p> <p>A/ T2b / Animals Including Humans B / T1b / Living Things and Their Habitats B / T2b / Earth and Space</p>
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Scientific Knowledge

Plants	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>3 / T3b / Food and Farming</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>2 / T3a / Growing 3 / T3b / Food and Farming</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>A / T2b / Living Things</p>	
Animals including Humans	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Identify and name a variety of common animals e.g. fish, amphibians, reptiles, birds.</p>	<p>Identify that animals and humans need the right types / amount of nutrition, and that they cannot make their own food; they get</p>	<p>Describe the changes as humans develop to old age. Learn about the changes experienced</p>

	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>1 / T1a / Pets 1 / T2b / Spring</p> <p>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).</p> <p>1 / T1a / Pets 1 / T2b / Spring 1 / T3a / Dinosaurs 2 / T1b Mexico 2 / T2a / Our Community 3 / T1a / Animals</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>1 / T1a / Pets 1 / T2b / Spring 2 / T1a / Ourselves 2 / T2a / Our Community 3 / T1a / Animals 3 / T3b / Food and Farming</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>1 / T1a / Pets 1 / T2b / Spring 2 / T1a / Ourselves 3 / T3b / Food and Farming</p>	<p>nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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.</p> <p>A / T2b / Animals B / T3b / Humans</p>	<p>in puberty. 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.</p> <p>A/ T2b / Animals Including Humans</p>
<p>Living Things and their Habitats</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>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</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of</p>

	<p>own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>2 / T2a / Our Community 3 / T2b / Living Things</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>1 / T2a / Australia 2 / T2a / Our Community 3 / T2b / Living Things</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>1 / T2a / Australia 2 / T2a / Our Community 3 / T2a / Scotland 3 / T2b / Living Things</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>2 / T1b / Mexico 2 / T2a / Our Community 3 / T2a / Scotland 3 / T2b / Living Things</p>	<p>things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>A / T2b / Living Things</p>	<p>reproduction in some plants and animals. 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. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>B / T1b / Living Things and Their Habitats</p>
<p>Evolution and Inheritance</p>				<p>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 identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>B/ T1b / Evolution and Inheritance</p>

<p>Materials and their Properties</p> <p>States of Matter</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Distinguish between an object and the material from which it is made</p> <p>2 / T2b / Barbara Hepworth 2 / T3a / Everyday Materials 3 / T3b / Everyday Materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>1 / T3b / Everyday Materials 2 / T3a / Everyday Materials 3 / T3b / Everyday Materials</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases. 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 (°C). Identify the part played by evaporation and condensation in the water cycle & associate the rate of evaporation with temp.</p> <p>A/ T3b / States of Matter</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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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> <p>A/ T1b / Properties and changes of materials</p>
<p>Weather and Seasonal change</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>1 / T1b / Autumn 1 / T2b / Spring 2 / T1b / Christmas 2 / T2b / Easter/Passover 2 / T3a / Seaside 3 / T1b / Light and Dark</p>		
<p>Earth and Space</p>				<p>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.</p>

				<p>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</p> <p>B / T2b / Earth and Space</p>
Rocks			<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>A / T1a / Rocks</p>	
Forces, Magnets and Electricity			<p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>B / T3b / Forces and Magnets</p> <p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>A / T3a / Forces</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. 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. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>B / T3a / Electricity</p>

			<p>battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>B/ T2b / Electricity and Light</p>	
Light and Dark			<p>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 eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change</p> <p>B/ T2b / Electricity and Light</p>	<p>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.</p> <p>B / T3a / Light</p>
Sound			<p>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 pitch and features of the object that produced it. Find patterns between volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>A / T3b / Sound</p>	