



Moorland Primary School – Progression of Knowledge and skills in Science

Year 6	Working scientifically	Circulatory System	Evolution and inheritance (& Frozen Kingdom)	Light Theory	Electrical Circuits & components
<p><i>Knowledge (Substantive)</i></p> <p><i>Skills (disciplinary knowledge)</i></p> <p><i>Topic: Circulatory System</i></p> <p><i>Topic: Electrical Circuits &amp; Components.</i></p> <p><i>Topic: Light theory</i></p> <p><i>Topic: Evolution &amp; Inheritance</i></p> <p><i>Topic: Frozen Kingdoms</i></p>	<p>S: Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance) (&amp; in Frozen Kingdoms)</p> <p>K: To know that a method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. A variable is something that can be changed during a fair test. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance) (&amp; in Frozen Kingdoms)</p> <p>S: Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</p>	<p>S: Name and describe the purpose of the circulatory system and the functions of the heart, blood vessels and blood.</p> <p>K: To know that the circulatory system includes the heart, blood vessels and blood. The heart pumps blood through the blood vessels and around the body. There are three types of blood vessel: arteries, veins and capillaries. They each have a different-sized hole (lumen) and walls. The blood carries gases (oxygen and carbon dioxide), water and nutrients to where</p>	<p>S: Describe some significant changes that have happened on Earth and the evidence, such as fossils, that support this.</p> <p>S: Explain that living things have changed over time, using specific examples and evidence.</p> <p>K: To know that scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. Humans and apes share a common ancestry and evidence for this comes from fossil discoveries and genetic comparison.</p> <p>S: Identify that living things produce offspring of the same kind, although the offspring are not identical to either parent.</p> <p>K: To know that animals that sexually reproduce generate new offspring of the same kind by combining the genetic material of two individuals. Each offspring</p>	<p>S: Identify that light travels in straight lines.</p> <p>K: To know that light travels in straight lines.</p> <p>S: Describe, using diagrams, how light behaves when reflected off a mirror</p> <p>K: To know that mirrors and lenses are used in a range of everyday objects. The human eye has a lens that bends and focuses light on the back of the eye so we can see.</p> <p>S: Describe, using scientific language, phenomena associated with refraction of light.</p>	<p>S: Explain how the brightness of a lamp or volume of a buzzer is affected by the number and voltage of cells used in a circuit.</p> <p>K: To know that voltage is measured in volts (V) and is a measure of the difference in electrical energy between two parts of a circuit. The bigger the voltage, the more electrons are pushed through the circuit. The more voltage flowing through a lamp, buzzer or motor, the</p>



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	<p>(&amp; in Frozen Kingdoms)</p> <p><i>K: To know that questions can help us find out about the world and can be answered using a range of scientific enquiries, including fair tests, research and observation.</i></p> <p>(&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory)</p> <p>(&amp; in Evolution &amp; Inheritance)</p> <p>(&amp; in Frozen Kingdoms)</p> <p><i>S: Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment. (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</i></p> <p><i>K: To know that specialised equipment is used to take accurate measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C) and measuring tapes (millimetres, centimetres, metres).</i></p> <p>(&amp; in Light theory)</p> <p>(&amp; in Evolution &amp; Inheritance)</p> <p><i>S: Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.</i></p> <p>(&amp; in Electrical Circuits &amp; Components)</p> <p>(&amp; in Light theory)</p>	<p><i>they are needed. The red blood cells carry oxygen and carbon dioxide around the body. The blood also contains white blood cells, which protect the body from infection.</i></p> <p><i>S: Explain that the circulatory system in animals transports oxygen, water and nutrients around the body.</i></p> <p><i>K: To know that the role of the circulatory system is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed.</i></p>	<p><i>inherits two of every gene, one from the female parent and one from the male parent.</i></p> <p><i>S: Describe how animals and plants can be bred to produce offspring with specific and desired characteristics (selective breeding).</i></p> <p><i>K: To know that animals and plants can be bred to produce offspring with specific and desired characteristics. This is called selective breeding. Examples include cows that produce large quantities of milk or crops that are disease-resistant.</i></p> <p><i>S: Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution. (&amp; in Frozen Kingdoms)</i></p> <p><i>K: To know that an adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to</i></p>	<p><i>K: To know that 'white' lights is a term used to describe visible, ordinary daylight.</i></p> <p><i>S: Explain that, due to how light travels, we can see things because they give out or reflect light into the eye.</i></p> <p><i>K: To know that light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Light from a source or reflected light enter the eye. Vertebrates, such as mammals, birds and reptiles, have a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the</i></p>	<p><i>brighter the lamp, the louder the buzzer and the faster the motor.</i></p> <p><i>S: Compare and give reasons for variations in how components in electrical circuits function (brightness of lamps; volume of buzzers and function of on or off switches).</i></p> <p><i>K: To know that a circuit needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals. Other components include lamps, buzzers or motors, which an electric current passes through and</i></p>
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	<p><i>K: To know that an observation involves looking closely at objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time, identify processes and make comparisons. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory)</i></p> <p><i>S: Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</i></p> <p><i>K: To know that data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams. (&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</i></p> <p><i>S: Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe. (&amp; in Electrical Circuits &amp; Components)</i></p>		<p><i>subsequent generations. (&amp; in Frozen Kingdoms)</i></p> <p><i>S: Identify that living things produce offspring of the same kind, although the offspring are not identical to either parent.</i></p> <p><i>K: To know animals that sexually reproduce generate new offspring of the same kind by combining the genetic material of two individuals. Each offspring inherits two of every gene, one from the female parent and one from the male parent.</i></p> <p><i>S: Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences. (&amp; in Frozen Kingdoms)</i></p> <p><i>K: To know that scientists classify living organisms into broad groups according to their characteristics. Vertebrates are an example of a classification group. There are a number of ranks, or levels, within the biological classification system. The first rank is called a kingdom, the</i></p>	<p><i>retina. Once light reaches the retina, it is transmitted to the brain via the optic nerve.</i></p> <p><i>S: Explain the dangers of using lasers and ways to use them safely.</i></p> <p><i>K: To know that lasers are intense beams of light and should never be pointed at people's faces or aircraft.</i></p> <p><i>S: Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed.</i></p> <p><i>K: To know that a shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the</i></p>	<p><i>affects a response, such as lighting a lamp or turning a motor. When a switch is open, it creates a gap and the current cannot travel around the circuit. When a switch is closed, it completes the circuit and allows a current to flow all the way around it.</i></p> <p><i>S: Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.</i></p> <p><i>K: To know that there are recognised symbols for different</i></p>
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	<p>(&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</p> <p><i>K: To know that the results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence.</i></p> <p>(&amp; in Electrical Circuits &amp; Components) (&amp; in Light theory) (&amp; in Evolution &amp; Inheritance)</p>		<p><i>second a phylum, then class, order, family, genus and species.</i> (&amp; in Frozen Kingdoms)</p> <p><i>S: Research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system. (&amp; in Frozen Kingdoms)</i></p> <p><i>K: To know that living things are classified into groups, according to common observable characteristics and based on similarities and differences. (&amp; in Frozen Kingdoms)</i></p>	<p><i>edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source.</i></p>	<p><i>components of circuits.</i></p>
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Moorland Primary School – Progression of Knowledge and skills in Science

Year 5	Working scientifically	Human reproduction and ageing	Sow, Grow & Farm	Properties and changes of material	Earth and space	Forces & Mechanisms
<p><b>Knowledge (substantive)</b></p> <p><b>Skills (Disciplinary knowledge)</b></p> <p>Topic: Forces and mechanisms</p> <p>Topic: Earth &amp; Space</p> <p>Topic: Human Reproduction &amp; Ageing</p> <p>Topic: Properties &amp; changes of materials</p>	<p>S: Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding. (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material) (&amp; in Sow, Grow &amp; Farm)</p> <p>K: To know that method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material) (&amp; in Sow, Grow &amp; Farm)</p> <p>S: Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them. (&amp; in Earth &amp; Space) (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</p> <p>K: To know that questions can help us find out about the world and can be answered using a range of scientific enquiries.</p>	<p>S: Describe the changes as humans develop from birth to old age.</p> <p>K: To know that humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood.</p> <p>S: Compare the life cycles of animals, including a mammal, an amphibian, an</p>	<p>S: Describe, using their knowledge of food chains and webs, what could happen if a habitat had a living thing removed or introduced.</p> <p>K: To know that population changes in a habitat can have significant consequences for food chains and webs.</p> <p>S: Group and sort plants by how they reproduce.</p> <p>K: To know that flowering plants reproduce sexually. The flower is essential for</p>	<p>S: Explain the precautions needed for working safely when heating, burning, cooling and mixing materials.</p> <p>K: To know that very hot and very cold materials can burn skin. Heating materials should be done safely.</p> <p>S: Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.</p> <p>K: To know that materials can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.</p>	<p>S: Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun.</p> <p>K: To know that the Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365.25 days) is the length of time it takes for Earth to complete a full orbit.</p>	<p>S: Explain that objects fall to Earth due to the force of gravity.</p> <p>K: Gravity is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground.</p> <p>S: Compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction.</p>



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<p>Topic: Sow, Grow &amp; Farm</p>	<p>(&amp; in Earth &amp; Space) (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</p> <p>S: Take increasingly accurate measurements in standard units, using a range of chosen equipment. (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</p> <p>K: To know that specialised equipment is used to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres). (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</p> <p>S: Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect. (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</p> <p>K: To know that an observation involves looking closely at objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time.</p>	<p>insect and a bird. (&amp; in Sow, Grow &amp; Farm)</p> <p>K: To know that a life cycle is the series of changes in the life of a living thing and includes these basic stages: birth, growth, reproduction and death. (&amp; in Sow, Grow &amp; Farm)</p> <p>S: Describe the process of human reproduction and some plants and animals. (&amp; in Sow, Grow &amp; Farm)</p> <p>K: To know that humans reproduce sexually, which involves two parents (one female and one male) and</p>	<p>sexual reproduction. Other plants reproduce asexually. Bulbs, corms and rhizomes are some parts used in asexual reproduction in plants</p> <p>S: Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal).</p> <p>K: To know parts of a flower include the stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal.</p> <p>S: Research and describe different</p>	<p>S: Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent.</p> <p>K: To know that some materials (solutes) will dissolve in liquid (solvents) to form a solution. The solute can be recovered by evaporating off the solvent by heating.</p> <p>S: Separate mixtures by filtering, sieving and evaporating.</p> <p>K: To know that some mixtures can be separated by filtering, sieving and evaporating. Sieving can be used to separate large solids from liquids and some solids from other solids. Filtering can be used to separate small solids from liquids. Evaporating can be used</p>	<p>S: Describe or model the movement of the Moon relative to Earth.</p> <p>K: o know that the Moon orbits Earth, completing a full orbit every month (27.3 days).</p> <p>S: Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses.</p> <p>K: o know that the Sun, Earth, Moon and the planets in our solar system are roughly spherical.</p> <p>S: Use the idea of Earth's rotation to explain day and night, and the Sun's apparent</p>	<p>K: Friction, air resistance and water resistance are forces that oppose motion and slow down moving objects. These forces can be useful, such as bike brakes and parachutes, but sometimes we need to minimise their effects, such as streamlining boats and planes to move through water or air more easily and using lubricants and ball bearings between two surfaces to reduce friction.</p> <p>S: Describe and demonstrate how simple levers, gears and pulleys assist the movement of objects.</p> <p>K: Mechanisms, such as levers,</p>
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	<p>(&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)  <i>S: Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models). (&amp; in Human Reproduction &amp; Ageing)</i>  <i>(&amp; in Properties &amp; changes of materials) (&amp; in Grouping &amp; Classifying)</i></p> <p><i>K: To know that data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of materials)</i></p> <p><i>S: Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions. (&amp; in Earth &amp; Space) (&amp; in Human Reproduction &amp; Ageing) (&amp; in Properties &amp; changes of material)</i></p> <p><i>K: To know that the results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected. (&amp; in Earth &amp; Space) (&amp; in Human Reproduction &amp; Ageing)</i></p>	<p><i>produces offspring that are different from the parents. (&amp; in Sow, Grow &amp; Farm)</i></p> <p><i>S: Explain why personal hygiene is important during puberty.</i></p> <p><i>K: To know that good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction. It causes physical and emotional changes.</i></p>	<p><i>farming practices in the UK and how these can have positive and negative effects on natural habitats.</i></p> <p><i>K: To know that farming in the UK can be divided into three main types: arable (growing crops), pastoral (raising livestock), mixed (arable and pastoral).</i></p>	<p><i>to separate dissolved solids from liquids.</i></p> <p><i>S: Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.</i></p> <p><i>K: To know that a material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan.</i></p> <p><i>S: Identify, demonstrate and compare reversible and irreversible changes.</i></p> <p><i>K: To know that reversible changes include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions.</i></p>	<p><i>movement across the sky.</i>  <i>K: o know that the Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time.</i></p>	<p><i>pulleys and gears, give us a mechanical advantage. A mechanical advantage is a measurement of how much a simple machine multiplies the force that we put in. The bigger the mechanical advantage, the less force we need to apply.</i></p>
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	<i>(&amp; in Properties &amp; changes of material</i>					
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Moorland Primary School – Progression of Knowledge and skills in Science

Year 4	Working scientifically	Grouping & Classifying	Food & the Digestive system	States of matter	Sound	Electrical Circuits and Conductors
<p><b>Knowledge (Substantive)</b></p> <p><b>Skills (Disciplinary knowledge)</b></p> <p>Topic: Food and the Digestive system</p> <p>Topic: Sound</p> <p>Topic: States of Matter</p> <p>Topic: Grouping &amp; Classifying</p> <p>Topic: Electrical circuits &amp; Conductors</p>	<p>S: Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. (&amp; in Sound) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits &amp; Conductors)</p> <p>K: To know that questions can help us find out about the world and can be answered using scientific enquiry. (&amp; in Sound) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits &amp; Conductors)</p> <p>S: Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. (&amp; in Sound) (&amp; in States of Matter) (&amp; in Electrical circuits &amp; Conductors)</p> <p>K: To know that scientific enquiries can be set up and carried out by following or planning a method. A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding. A fair test is one in which only one variable is changed and all others remain constant. (&amp; in Sound) (&amp; in States of Matter) (&amp; in Electrical circuits &amp; Conductors)</p>	<p>S: Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.</p> <p>K: To know that scientists classify living things according to shared characteristics. Animals can be divided into six main groups: mammals, reptiles, amphibians, birds, fish and invertebrates. These groups can be further subdivided. Classification keys are scientific tools</p>	<p>S: Describe the purpose of the digestive system, its main parts and each of their functions.</p> <p>K: To know that the digestive system is responsible for digesting food and absorbing nutrients and water. The main parts of the digestive system are the mouth, oesophagus, stomach, small intestines, large intestines and rectum.</p> <p>S: Identify the four different types of teeth in humans and other animals, and describe their functions.</p> <p>K: To know that there are four different types of teeth: incisors,</p>	<p>S: Group and sort materials into solids, liquids or gases.</p> <p>K: To know that materials can be grouped according to whether they are solids, liquids or gases.</p> <p>S: Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state.</p> <p>K: To know that heating or cooling materials can bring about a change of state. This change of state can be reversible or irreversible. The</p>	<p>S: Explain how sounds are made and heard using diagrams, models, written methods or verbally.</p> <p>K: To know that when an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear.</p> <p>S: Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments.</p> <p>K: To know that pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that</p>	<p>S: Explain the precautions needed for working safely with electrical circuits.</p> <p>K: To know that working with electrical circuits can be dangerous.</p> <p>S: Compare common household equipment and appliances that are and are not powered by electricity.</p> <p>K: To know that electricity is a type of energy. It is used to power many everyday items, such as kettles, computers and televisions. Electricity can also come from batteries. Batteries eventually run out of power and need to be recycled or recharged. Batteries power devices that can be carried around, such as mobile phones and torches.</p>



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	<p>S: Take accurate measurements in standard units, using a range of equipment. (&amp; in States of Matter)</p> <p>K: To know that equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C), and metre sticks, rulers or trundle wheels (millimetres, centimetres, metres). (&amp; in States of Matter)</p> <p>S: Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits and conductors)</p> <p>K: To know that data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams. (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits and conductors)</p> <p>S: Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs) (&amp; in States of Matter)</p> <p>K: To know that data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams. (&amp; in States of Matter)</p>	<p>that aid the identification of living things.</p> <p>S: Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.</p> <p>K: o know that Scientists classify living things according to shared characteristics. Animals can be divided into six main groups: mammals, reptiles, amphibians, birds, fish and invertebrates. These groups can be further subdivided. Classification keys are scientific tools</p>	<p>canines, premolars and molars..</p> <p>S: Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time.</p> <p>K: To know that food chains show what animals eat within a habitat and how energy is passed on over time. All food chains start with a producer, which is eaten by a primary consumer (prey), which is eaten by a secondary consumer (prey), which is eaten by a tertiary consumer.</p> <p>S: Describe what damages teeth and how to look after them.</p> <p>K: To know that regular teeth brushing, limiting</p>	<p>temperature at which materials change state varies depending on the material. To know the processes of melting, freezing, evaporation and condensation.</p> <p>S: Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.</p> <p>K: To know that the water cycle has four stages: evaporation, condensation, precipitation and collection</p>	<p>are longer, looser or fatter produce low-pitched sounds.</p> <p>S: Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments.</p> <p>K: To know that volume is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound.</p> <p>S: Compare how the volume of a sound changes at different distances from the source.</p> <p>K: To know that sounds are louder closer to the sound source and fainter as the distance from the sound source increases.</p>	<p>S: Construct operational simple series circuits using a range of components and switches for control.</p> <p>K: To know that electrical components include cells, wires, lamps, motors, switches and buzzers. Switches open and close a circuit and provide control.</p> <p>S: Predict and describe whether a circuit will work based on whether or not the circuit is a complete loop and has a battery or cell.</p> <p>K: To know that s series circuit is a simple loop with only one path for the electricity to flow. A series circuit must be a complete loop to work and have a source of power from a battery or cell.</p> <p>S: Construct operational simple series circuits using a range of</p>
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	<p>S: Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. (&amp; in States of Matter) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits and conductors)</p> <p>K: To know that results are information, such as data or observations, that have been found out from an investigation. A conclusion is the answer to a question that uses the evidence collected. (&amp; in States of Matter) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits and conductors)</p> <p>S: Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. (&amp; in States of Matter) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits &amp; Conductors)</p> <p>K: To know that an observation involves looking closely at objects, materials and living things. Observations can be made regularly to identify changes over time. (&amp; in States of Matter) (&amp; in Grouping &amp; Classifying) (&amp; in Electrical circuits &amp; Conductors)</p>	<p>that aid the identification of living things.</p>	<p>sugary foods and visiting the dentist are important for good oral hygiene.</p> <p>S: Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes.</p> <p>K: To know that habitats change over time, either due to natural or human influences. Including extreme weather and human influences.</p>			<p>components and switches for control.</p> <p>K: To know that electrical components include cells, wires, lamps, motors, switches and buzzers. Switches open and close a circuit and provide control.</p> <p>S: Describe materials as electrical conductors or insulators.</p> <p>K: To know that electrical conductors allow electricity to flow through them, whereas insulators do not. Common electrical conductors are metals. Common insulators include wood, glass, plastic and rubber.</p>
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Year 3	Working scientifically	Plant nutrition and reproduction	Animal nutrition and skeletal system	Rocks, Relics & Rumbles	Light & Shadow	Forces and magnets
<p><b>Knowledge (Substantive)</b></p> <p><b>Skills (Disciplinary knowledge)</b></p> <p>Topic: Animal nutrition and skeletal system</p> <p>Topic: Rocks, Relics &amp; Rumbles</p> <p>Topic: Forces &amp; magnets</p> <p>Topic: Plant nutrition &amp; Reproduction</p> <p>Topic: Light &amp; Shadows</p>	<p>S: Ask questions about the world around them and explain that they can be answered in different ways. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>K: To know that questions can help us find out about the world and can be answered in different ways. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>S: Set up and carry out some simple, comparative and fair tests, making predictions for what might happen. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>K: To know that tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p>	<p>S: Name and describe the functions of the different parts of flowering plants (roots, stem, leaves and flowers).</p> <p>K: To know what the plant's roots, stem (or trunk), leaves and flowers do.</p> <p>S: Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow).</p> <p>K: To know that plants need air, light, water, minerals from the soil and room to grow, in order to survive. Different</p>	<p>S: Compare and contrast the diets of different animals.</p> <p>K: To know that animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals.</p> <p>S: Describe how humans need the skeleton and muscles for support, protection and movement.</p> <p>K: To know that humans have a skeleton and muscles for movement, support and protecting organs., latissimus dorsi and pectorals.</p> <p>S: Identify and group animals that have no</p>	<p>S: Compare and group rocks based on their appearance, properties or uses.</p> <p>K: To know that there are three different rock types: sedimentary, igneous and metamorphic.</p> <p>S: Describe simply how fossils are formed, using words, pictures or a model.</p> <p>K: To know that fossils form over millions of years and are the remains of a once-living</p>	<p>S: Describe the differences between dark and light and how we need light to be able to see.</p> <p>K: To know that dark is the absence of light and we need light to be able to see.</p> <p>S: Group and sort materials as being reflective or non-reflective.</p> <p>K: To know that light can be reflected from different surfaces. Some surfaces are poor reflectors, while other surfaces are good reflectors.</p> <p>S: Explain why light from the Sun can be dangerous.</p>	<p>S: Compare how objects move over surfaces made from different materials.</p> <p>K: To know that friction is a force between two surfaces as they move over each other. Friction slows down a moving object.</p> <p>S: Explain that an object will not move unless a push or pull force is applied, describing forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force).</p> <p>K: To know that an object will not move unless a force is applied. Some forces require direct contact,</p>



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<p><i>S: Take measurements in standard units, using a range of simple equipment. (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</i></p> <p><i>K: To know that equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C) and metre sticks (millimetres, centimetres and metres). Taking repeat readings can increase the accuracy of the measurement. (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</i></p> <p><i>S: Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.</i></p> <p><i>K: To know that an observation involves looking closely at objects, materials and living things, which can be compared and grouped according to their features.</i></p> <p><i>S: Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</i></p> <p><i>K: To know that data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions.</i></p>	<p><i>plants have different needs depending on their habitat.</i></p> <p><i>S: Investigate how water is transported within plants.</i></p> <p><i>K: To know that water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem.</i></p> <p><i>S: Draw and label the life cycle of a flowering plant.</i></p> <p><i>K: To know that flowers are important in the life cycle of flowering plants &amp; the processes of a plant's life cycle.</i></p>	<p>skeleton, an internal skeleton and an external skeleton.</p> <p><i>K: To know that some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals. Exoskeletons are those found on the outside of some animals. Some animals have no skeleton.</i></p> <p><i>S: Explain the importance and characteristics of a healthy, balanced diet.</i></p> <p><i>K: To know that humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups. Humans need to stay hydrated by drinking water.</i></p>	<p><i>organism, preserved as rock. Scientists can use fossils to find out what life on Earth was like in prehistoric times.</i></p> <p><i>S: Investigate soils from the local environment, making comparisons and identifying features.</i></p> <p><i>K: To know that soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types.</i></p>	<p><i>K: To know that light from the Sun is damaging for vision and the skin. Protection from the Sun includes sun cream, sun hats, sunglasses and staying indoors or in the shade.</i></p> <p><i>S: Explain, using words or diagrams, how shadows are formed when a light source is blocked by an opaque object.</i></p> <p><i>K: To know that a shadow is formed when light from a light source, such as the Sun, is blocked by an object.</i></p> <p><i>S: Find patterns in the way shadows change during the day.</i></p> <p><i>K: To know that shadows change shape and size when the light source moves.</i></p>	<p><i>whereas other forces can act at a distance, such as magnetic force.</i></p> <p><i>S: Compare and group materials based on their magnetic properties.</i></p> <p><i>K: To know that some materials have magnetic properties. Magnetic materials are attracted to magnets.</i></p> <p><i>S: Investigate and compare a range of magnets (bar, horseshoe and floating) and explain that magnets have two poles and that opposite poles attract, while like poles repel.</i></p> <p><i>K: To know that magnets have two poles (north and south). Opposite poles attract each other, while like poles (north and north, or</i></p>
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	<p>(&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>S: Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.</p> <p>(&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>K: To know that results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that uses the evidence collected.</p> <p>(&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction) (&amp; in Light &amp; Shadows)</p> <p>S: Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.</p> <p>(&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction)</p> <p>K: To know that an observation involves looking closely at objects, materials and living things, which can be compared and grouped according to their features. (&amp; in Forces &amp; magnets) (&amp; in Plant nutrition &amp; Reproduction)</p>				<p>south and south) repel each other.</p>
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Year 2	Working scientifically	Habitats	Plant Survival	Human Survival	Uses of materials
<p><b>Knowledge (Substantive)</b></p> <p><b>Skills (Disciplinary knowledge)</b></p> <p>Topic: Human Survival</p> <p>Topic: Habitats</p> <p>Topic: Uses of Materials</p> <p>Topic: Plant survival</p> <p>Topic: Animal survival</p>	<p>S: Ask and answer scientific questions about the world around them. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that questions can help us to find out about the world. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: Use simple equipment to measure and make observations. (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p>	<p>S: Compare and group things that are living, dead or have never been alive.</p> <p>K: To know that living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive.</p> <p>S: Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there. (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive. (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: Explain how animals, including humans, need water, food, air and</p>	<p>S: Observe and describe how seeds and bulbs change over time as they grow into mature plants.</p> <p>K: To know that plants grow from seeds and bulbs. Seeds and bulbs need water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.</p> <p>S: Describe how plants need water, light and a suitable temperature to</p>	<p>S: Describe the stages of human development (baby, toddler, child, teenager, adult and elderly).</p> <p>K: To know that human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly.</p> <p>S: Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog).</p> <p>K: To know that animals have offspring that grow into adults. Different animals have different stages of growth or life cycles.</p> <p>S: Describe what humans need to survive.</p>	<p>S: Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, break, rock, paper and cardboard. (&amp; in Animal survival)</p> <p>K: To know that a material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are useful more than one purpose such as metal for cutlery and cars. (&amp; in Animal survival)</p>



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	<p>S: Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that objects, materials and living things can be looked at, compared and grouped according to their features. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that the results are information that has been found out from an investigation and can be used to answer a question. (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. (&amp; in Habitats) (&amp; in Uses of Materials) (&amp; in Plant survival) (&amp; in Animal survival)</p>	<p>shelter to survive. (&amp; in Animal survival)</p> <p>K: To know that animals need water, food, air and shelter to survive. Their habitat must provide all these things. (&amp; in Animal survival)</p> <p>S: Identify and name a variety of plants and animals in their habitats, including microhabitats. (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>K: To know that a habitat is a place where a living thing lives. A microhabitat is a very small habitat. (&amp; in Plant survival) (&amp; in Animal survival)</p> <p>S: interpret and construct simple food chains to describe how living things depend on each other as a source of food. (&amp; in Animal survival)</p> <p>K: To know that food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals. (&amp; in Animal survival)</p>	<p>grow and stay healthy.</p> <p>K: To know that plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die.</p>	<p>K: To know that humans need water, food, air and shelter to survive.</p> <p>S: Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.</p> <p>K: To know that a healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.</p> <p>S: Describe typical UK seasonal weather patterns.</p> <p>K: To know that The UK has typical weather in each of the seasons. For example, winter is cold and sometimes frosty, whereas summer is warm and sometimes sunny</p>	<p>S: Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p> <p>K: To know that some objects and materials can be changed by squashing, blending, twisting, stretching, heating, cooling, mixing and being left to decay.</p>
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Year 1	Working scientifically	Plant Parts	Human Senses Animal Parts	Everyday materials	Seasonal changes
<p><b>Knowledge (Substantive)</b></p> <p><b>Skills (Disciplinary knowledge)</b></p> <p>Topic: Everyday Materials</p> <p>Topic: Human Senses</p> <p>Topic: Seasonal changes</p> <p>Topic: Plant parts</p> <p>Topic: Animal Parts</p>	<p>S: Ask simple scientific questions. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that question words include what, why, how, when, who and which. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>S: With support, use simple equipment to measure and make observations. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>S: With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that simple tests can be carried out by following a set of instructions. (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p>	<p>S: Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. (&amp; in Plant parts)</p> <p>K: To know that plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. (&amp; in Plant parts)</p> <p>S: Label and describe the basic structure of a variety of common plants.</p> <p>K: To know the basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk.</p>	<p>S: Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p> <p>K: To know that animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.</p> <p>S: Group and sort a variety of common animals based on the foods they eat.</p> <p>K: To know that carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.</p>	<p>S: Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p> <p>K: To know that a material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</p> <p>S: Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.</p>	<p>S: Observe changes across the four seasons.</p> <p>K: To know that there are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons.</p> <p>S: Observe and describe how day length changes across the year.</p> <p>K: To know day length (the number of daylight hours) is longer in the summer months and shorter in the winter months.</p> <p>S: Observe and describe different types of weather.</p> <p>K: To know that different types of weather include sunshine, rain, hail,</p>



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	<p>S: Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that objects, materials and living things can be looked at and compared. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>S: Talk about what they have done and say, with help what they think they have found out. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that the results are information that has been found out from an investigation. (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>S: Observe the local environment throughout the year and ask and answer questions about living things and seasonal change. (&amp; in Plant parts)</p> <p>K: To know that the local environment is a habitat for living things and can change during the seasons. (&amp; in Plant parts)</p> <p>S: With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p> <p>K: To know that data can be recorded and displayed in different ways, including tables, pictograms and drawings) (&amp; in Human Senses) (&amp; in Seasonal changes) (&amp; in Plant parts) (&amp; in Animal Parts)</p>	<p>S: Describe how to care for plants and animals, including pets. (&amp; in Animal Parts)</p> <p>K: To know that living things need to be cared for in order for them to survive. They need water, food, warmth and shelter. (&amp; in Animal Parts)</p>	<p>S: Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. (&amp; in Animal Parts)</p> <p>K: To know different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings. (&amp; in Animal Parts)</p> <p>S: Draw and label the main parts of the human body and say which body part is associated with which sense.</p> <p>K: To know the basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.</p>	<p>K: To know that materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof.</p> <p>S: Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.</p> <p>K: To know that materials can be grouped according to their properties.</p>	<p>wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter.</p> <p>S: Describe, following observation, how plants and animals change over time. (&amp; in Plant parts)</p> <p>K: To know that all living things (plants and animals) change over time as they grow and mature. (&amp; in Plant parts)</p> <p>S: Investigate weather using toys, models or simple equipment.</p> <p>K: To know that Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a windsock or</p>
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					<i>measuring rainfall with a rain gauge.</i>
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