	SCIENCE CURRICULUM YEAR A	
UNIT	KEY STAGE 1	KEY STAGE 2
1	**Animals including Humans** Pupils should be taught about: Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets Identifying and naming a variety of common animals that are carnivores, herbivores and omnivores Identifying and naming a variety of plants and animals in their habitats, including microhabitat Describing 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.	**Light** Pupils should be taught about: Recognising that they need light in order to see things and that dark is the absence of light Noticing that light is reflected from surfaces Recognising that light from the sun can be dangerous and that there are ways to protect their eyes Recognising that shadows are formed when the light from a light source is blocked by an opaque object Finding patterns in the way that the size of shadows change
2	**Animals including Humans** Pupils should be taught about: Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Noticing that animals, including humans, have offspring which grow into adults	**Sound** Pupils should be taught about: Identifying how sounds are made, associating some of them with something vibrating Recognising that vibrations travel through a medium to the ear Finding patterns between the volume of a sound and the strength of the vibrations that produced it Recognising that sounds get fainter as the distance from the sound source increases Finding patterns between the pitch of a sound and features of the object that produced it
3	**Everyday Materials** Pupils should be taught about: Distinguishing between an object and the material from which it is made Identifying and naming a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describing the simple properties of everyday materials Comparing and grouping together a variety of everyday materials on the basis of their simple physical properties	**Electricity** Pupils should be taught about: Identifying common appliances that run on electricity Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Recognising that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit Identifying 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 battery Recognising some common conductors and insulators, and associating metals with being good conductors

4	**Uses of Everyday Materials** Pupils should be taught about: Identifying and comparing the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	**Animals Including Humans** Pupils should be taught about: Gathering and recording data to help in answering question Identifying that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
5		**Living Things and Their Habitats** Pupils should be taught about: Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment Recognising that living things can be grouped in a variety of way Recognising that environments can change and that this can sometimes pose dangers to living things
6		**Plants** Pupils should be taught about: Identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Exploring the requirements of plants for life and growth (air, light, nutrients from soil, and room to grow) and how they vary from plant to plant Investigating the way in which water is transported within plants Exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
	YEAR B	
UNIT	KEY STAGE 1	KEY STAGE 2
1	**Animals including Humans** Pupils should be taught about: Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense	**Animals, including Humans** Pupils should be taught about: Identifying that humans and some other animals have skeletons and muscles for support, protection and movement
2	**Living Things and Their Habitats** Pupils should be taught about: Noticing that animals, including humans, have offspring which grow into adults	**Animals, incl. Humans (Teeth and Digestion)** Pupils should be taught about: Identifying the different types of teeth in humans and their simple functions Describing the functions of the basic parts of the digestive system

	Finding out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Exploring and comparing the differences between things that are living, dead, and things that have never been alive Identifying and naming a variety of plants and animals in their habitats, including micro- habitats	
3	**Plants** Pupils should be taught about: Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees Identifying and describing the basic structure of a variety of common flowering plants, including trees Observing and describing how seeds and bulbs grow into mature plants Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy	**Rocks and Soils** Pupils should be taught about: Comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties Recognising that soils are made from rocks and organic matter Describing in simple terms how fossils are formed when things that have lived are trapped within rock
4		**Forces and Magnets** Pupils should be taught about: Comparing how things move on different surfaces Noticing that some forces need contact between two objects, but magnetic forces can act at a distance Observing how magnets attract or repel each other and attract some materials and not others Describing magnets as having two poles. Predicting whether two magnets will attract or repel each other, depending on which poles are facing Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials
5		**States of Matter** Pupils should be taught about: Comparing and grouping materials together, according to whether they are solids, liquids or gases Observing 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) Identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature