



## Science

## Early Years and Key Stage 1

	EYFS: Nursery	EYFS: Reception	Year 1	Year 2
Plants	<p>I can talk about some of the things I have observed such as plants</p> <p>I can show care and concern for living things and the environment.</p>	<p>I can talk about similarities and differences in relation to living things.</p> <p>I can make observations of plants</p>	<p><b>Year 1 NC</b>  <b>Pupils should be taught to:</b>            -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants.</li> <li>- describing how they were able to identify and group them.</li> <li>- drawing diagrams showing the parts of different plants including trees.</li> <li>- keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.</li> <li>- compare and contrast what they have found out about different plants.</li> </ul>	<p><b>Year 2 NC</b>  <b>Pupils should be taught to:</b>            - observe and describe how seeds and bulbs grow into mature plants.</p> <p>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb</li> <li>- observing similar plants at different stages of growth</li> <li>- setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul>
Animals, inc humans	<p>I can talk about some of the things I have observed such as animals, natural</p> <p>I can show care and concern for living things and the environment.</p>	<p>I can talk about similarities and differences in relation to living things.</p> <p>I can make observations of animals</p>	<p><b>Year 1 NC</b>  <b>Pupils should be taught to:</b>            -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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.</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- using their observations to compare and contrast animals at first hand or through videos and photographs</li> <li>- describing how they identify and group them</li> <li>- grouping animals according to what they eat</li> <li>- using their senses to compare different textures, sounds and smells.</li> </ul>	<p><b>Year 2 NC</b>  <b>Pupils should be taught to:</b>            - 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).            -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing, through video or first-hand observation and measurement, how different animals, including humans, grow</li> <li>- asking questions about what things animals need for survival and what humans need to stay healthy</li> <li>- suggesting ways to find answers to their questions.</li> </ul>
Living things and habitats	<p>I can talk about aspects of my familiar world such as the natural world</p>	<p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can talk about similarities and differences in relation to places,</p>		<p><b>Year 2 NC</b>  <b>Pupils should be taught to:</b>            - 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 a variety of plants and animals in their habitats, including micro-habitats            - 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><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.</li> <li>- describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.</li> <li>- construct a simple food chain that includes humans (e.g. grass, cow, human).</li> <li>- describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes)</li> <li>- find out how the conditions affect the number and type(s) of plants and animals that live there.</li> </ul>



Everyday Materials	I can talk about some of the things I have observed such as natural and found objects.	I can talk about similarities and differences in relation to objects and materials.	<b>Year 1 NC</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made.</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>- describe the simple physical properties of a variety of everyday materials.</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <b>Opportunity for working scientifically:</b> <ul style="list-style-type: none"> <li>- performing simple tests to explore questions, for example: 'What is the best material for an umbrella?'</li> </ul>	<b>Year 2 NC</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <b>Key People:</b> John Dunlop, Charles Macintosh or John McAdam  <b>Opportunities for working scientifically:</b> <ul style="list-style-type: none"> <li>- comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)</li> <li>- observing closely, identifying and classifying the uses of different materials, and recording their observations.</li> </ul>
Seasonal Changes	I am developing an understanding of growth, decay and changes over time.	I can look closely at similarities and differences, patterns and change  I can explain why some things occur and talk about changes.	<b>Year 1 NC</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>- observe changes across the four seasons.</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul> <b>Opportunities for working scientifically:</b> <ul style="list-style-type: none"> <li>- making tables and charts about the weather</li> <li>- making displays of what happens in the world around them, including day length, as the seasons change.</li> </ul>	
Working Scientifically	I can ask questions about aspects of my familiar world such as the natural world.  I can talk about why things happen and how things work.	I can explain why some things occur and talk about changes.	<b>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</b> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions.</li> </ul>	

## Science

## Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Plants	<b>Year 3 NC</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>- 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.</li> <li>- investigate the way in which water is transported within plants.</li> <li>- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <b>Opportunities to work scientifically:</b> <ul style="list-style-type: none"> <li>- comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser</li> <li>- discovering how seeds are formed by observing the different stages of plant life cycles over a period of time</li> <li>- looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>- observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</li> </ul>			



Animals, inc humans	<p><b>Year 3 NC:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-Identify 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.</li> <li>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- identifying and grouping animals with and without skeletons and observing and comparing their movement</li> <li>- exploring ideas about what would happen if humans did not have skeletons.</li> <li>- compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</li> <li>- research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>	<p><b>Year 4 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-describe the simple functions of the basic parts of the digestive system in humans.</li> <li>-identify the different types of teeth in humans and their simple functions.</li> <li>-construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- comparing the teeth of carnivores and herbivores, and suggesting reasons for differences</li> <li>- finding out what damages teeth and how to look after them.</li> <li>- draw and discuss their ideas about the digestive system and compare them with models or images.</li> </ul>	<p><b>Year 5 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-describe the changes as humans develop to old age.</li> </ul> <p><b>Cross Curricular link with PSHE</b></p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- researching the gestation periods of other animals and comparing them with humans</li> <li>- finding out and recording the length and mass of a baby as it grows.</li> </ul>	<p><b>Year 6 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>-describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Cross curricular link with PSHE</b> Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p><b>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>
Living Things and their Habitats		<p><b>Year 4 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-recognise that living things can be grouped in a variety of ways.</li> <li>-explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.</li> <li>-recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- using and making simple guides or keys to explore and identify local plants and animals</li> <li>- making a guide to local living things</li> <li>- raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</li> </ul>	<p><b>Year 5 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>-describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Key People: David Attenborough and Jane Goodall</b></p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)</li> <li>- asking pertinent questions and suggesting reasons for similarities and differences.</li> <li>- grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</li> <li>- observe changes in an animal over a period of time (for example, by hatching and rearing chicks)</li> <li>- comparing how different animals reproduce and grow.</li> </ul>	<p><b>Year 6 NC</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Key people: Carl Linnaeus</b></p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- using classification systems and keys to identify some animals and plants in the immediate environment.</li> <li>- research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</li> </ul>
Rocks	<p><b>Year 3 NC:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>-describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>-recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Cross curricular link to geography.</b></p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time</li> <li>- using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</li> <li>- research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> <li>- explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</li> <li>- raise and answer questions about the way soils are formed.</li> </ul>			



Light	<p><b>Year 3 NC:</b>  <b>Pupils should be taught to:</b>          -recognise that I 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 my 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>Opportunity to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</li> </ul>			<p><b>Year 6 NC</b>  <b>Pupils should be taught to:</b>          -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>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- deciding where to place rear-view mirrors on cars</li> <li>- designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</li> <li>- investigate the relationship between light sources, objects and shadows by using shadow puppets.</li> <li>- extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</li> </ul>
Forces and Magnets	<p><b>Year 3 NC:</b>  <b>Pupils should be taught to:</b>          -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>Cross curricular link to DT</b></p> <p><b>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- comparing how different things move and grouping them</li> <li>- raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions</li> <li>- exploring the strengths of different magnets and finding a fair way to compare them</li> <li>- sorting materials into those that are magnetic and those that are not</li> <li>- looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another</li> <li>- identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets</li> </ul>		<p><b>Year 5 NC</b>  <b>Pupils should be taught to:</b>          -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><b>Cross Curricular link to DT</b></p> <p><b>Key people:</b> Albert Einstein, Isaac Newton, Galileo Galilei, Archimedes Lene Vestergaard Hau and Kim Eric</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.</li> <li>- explore resistance in water by making and testing boats of different shapes.</li> <li>- design and make products that use levers, pulleys, gears and/or springs and explore their effects.</li> </ul>	
States of Matter		<p><b>Year 4 NC</b>  <b>Pupils should be taught to:</b>          -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 and associate the rate of evaporation with temperature.</p> <p><b>Opportunities for working scientifically:</b></p>		



		<ul style="list-style-type: none"> <li>- grouping and classifying a variety of different materials</li> <li>- exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).</li> <li>- research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</li> <li>- observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line</li> <li>- investigate the effect of temperature on washing drying or snowmen melting.</li> </ul>		
Sound		<p><b>Year 4 NC</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-identify how sounds are made, associating some of them with something vibrating.</li> <li>-recognise that vibrations from sounds travel through a medium to the ear.</li> <li>-find patterns between the pitch of a sound and features of the object that produced it.</li> <li>-find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>-recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Cross Curricular links with DT and Music</b></p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</li> <li>- make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</li> <li>- make and play their own instruments by using what they have found out about pitch and volume.</li> </ul>		
Electricity		<p><b>Year 4 NC</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-identify common appliances that run on electricity.</li> <li>-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>-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 battery.</li> <li>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</li> </ul>		<p><b>Year 6 NC</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>-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.</li> <li>-use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Cross curricular links with DT</b></p> <p><b>Key people:</b> Michael Faraday, Thomas Edison, Alessandro Volta, Elisa Leonida Zamfirescu and Ruzena Bajcsy</p> <p><b>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- systematically identifying the effect of changing one component at a time in a circuit</li> <li>- designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</li> </ul>





Properties and Changes of Materials			<p><b>Year 5 NC</b>  <b>Pupils should be taught to:</b>          -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><b>Key people:</b> Spencer Silver, Ruth Benerito, Noah and Joe McVicker          Jamie Link, Patsy Sherman, Marie Curie and Louis Pasteur</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</li> <li>- compare materials in order to make a switch in a circuit.</li> <li>- observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.</li> <li>- research and discuss how chemical changes have an impact on our lives, for example, cooking</li> <li>- discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</li> </ul>	
Earth and Space			<p><b>Year 5 NC</b>  <b>Pupils should be taught to:</b>          -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.</p> <p><b>Key People:</b> Ptolemy, Alhazen, Albert Einstein, Nicolaus Copernicus, ,          Neil Armstrong, Sally Ride, Mae Jemison, Isaac Newton and Johannes Kepler</p> <p><b>Opportunities for working scientifically:</b></p> <ul style="list-style-type: none"> <li>- comparing the time of day at different places on the Earth through internet links and direct communication</li> <li>- creating simple models of the solar system</li> <li>- constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day</li> <li>- finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</li> </ul>	



Evolution and Inheritance				<p><b>Year 6 NC</b>  <b>Pupils should be taught to:</b>          -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 my 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>Key people:</b> Mary Anning, Charles Darwin and Alfred Wallace</p> <p><b>Opportunities to work scientifically:</b></p> <ul style="list-style-type: none"> <li>- observing and raising questions about local animals and how they are adapted to their environment</li> <li>- comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels.</li> <li>- analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</li> </ul>
Working Scientifically	<p><b>YEAR 3 and 4</b>  <b>Pupils should be taught to:</b>          -ask relevant questions and using different types of scientific enquiries to answer them.          -set up simple practical enquiries, comparative and fair tests.          -make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.          -gather, record, classify and present data in a variety of ways to help in answering questions          -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.          -report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.          -use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.          -identify differences, similarities or changes related to simple scientific ideas and processes.          -use straightforward scientific evidence to answer questions or to support my findings.</p>			<p><b>YEAR 5 and 6</b>  <b>Pupils should be taught to:</b>          -plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.          -take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.          -record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.          -use test results to make predictions to set up further comparative and fair tests.          -report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and 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.</p>