Years 1 and 2								
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B		
Science Working scientifically objectives are ongoing throughout the year.	Working Scientifically Asking simple questions and recognising that th Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest a	ney can be answered in different ways		Working Scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions				
	Gathering and recording data to help in answer	Ing questions	Human body	Gathering and recording data to help in answering questions				
	Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. Year 2 Draw and label the main parts of the human body and link body parts to the associated senses. 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, a balanced diet and hygiene, including how to look after teeth. Name and describe some simple solids and liquids.	Plants, Seasonal changes Year 1 Use senses to explore and talk about plants. Describe what a plant looks like. Identify, name and describe the basic structure of common plants, including garden plants and trees, both deciduous and evergreen. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Year 2 Observe and describe how seeds and bulbs grow into mature plants. Identify and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers. Find out about and describe what plants need to grow and stay healthy, including, water, light and temperature. Explore and compare the differences between things that are living, dead and things that have never been alive. Explore the habitats of living things, recognising the features of that habitat that meet the basic needs of the plants and	Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Name and talk about their members of immediate and extended family. Describe what is needed to healthy and clean. Use the senses to describe similarities and differences. Identify the parts of the body associated with the each of the senses. Year 2 Draw and label the main parts of the human body and link body parts to the associated senses. 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, a balanced diet and hygiene, including how to look after teeth. Name and describe some simple solids and liquids.	Plants, Seasonal changesYear 1Use senses to explore and talk about plants.Describe what a plant looks like.Identify, name and describe the basicstructure of common plants, including gardenplants and trees, both deciduous andevergreen.Observe changes across the four seasons.Observe changes across the four seasons.Observe and describe weather associatedwith the seasons and how day length varies.Year 2Observe and describe how seeds and bulbsgrow into mature plants.Identify and describe the basic structure of aflowering plant including roots, stem/trunk,leaves and flowers.Find out about and describe what plantsneed to grow and stay healthy, including,water, light and temperature.Explore and compare the differencesbetween things that are living, dead andthings that have never been alive.Explore the habitats of living things,recognising the features of that habitat thatmeet the basic needs of the plants and	Human bodyYear 1Identify, name, draw and label the basic partsof the human body and say which part of thebody is associated with each sense.Name and talk about their members ofimmediate and extended family.Describe what is needed to healthy andclean.Use the senses to describe similarities anddifferences.Identify the parts of the body associated withthe each of the senses.Year 2Draw and label the main parts of the humanbody and link body parts to the associatedsenses.Find out about and describe the basic needsof animals including humans for survival(water, food and air).Describe the importance for humans ofexercise, a balanced diet and hygiene,including how to look after teeth.Name and describe some simple solids andliquids.	 Plants, Seasonal changes Year 1 Use senses to explore and talk about plants. Describe what a plant looks like. Identify, name and describe the basic structure of common plants, including garden plants and trees, both deciduous and evergreen. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Year 2 Observe and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers. Find out about and describe what plants need to grow and stay healthy, including, water, light and temperature. Explore and compare the differences between things that are living, dead and things that have never been alive. Explore the habitats of living things, recognising the features of the plants and the plants of the plants and the plant and the plants of the plants and the plant		
Science Key Vocabulary	Year 1 Carnivore, Classify, Deciduous, Herbivore, Ident Year 2 Absorbent, Habitat, Opaque, Transparent	animals that live there and now they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.		animals that live there and now they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.		animals that live there and now they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.		
	Veger 2 and 4							
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B		
Science	Working Scientifically			Working Scientifically		Junner D		
Working scientifically objectives are ongoing throughout the year	Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, ,keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific enguines or to support their findings			Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, ,keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings				
	Forces, Electricity	Light, Sound	Forces, Electricity	Light, Sound	Forces, Electricity	Light, Sound		
	Year 3 Compare how things move on different surfaces.	Year 3 Recognise that light is needed to see things and that dark is the absence of light.	Year 3 Compare how things move on different surfaces.	Year 3 Recognise that light is needed to see things and that dark is the absence of light.	Year 3 Compare how things move on different surfaces.	Year 3 Recognise that light is needed to see things and that dark is the absence of light.		
	Observe how magnets attract or repel each other and attract some materials and not others.	Recognise that shadows are formed when light from a light source is blocked by a solid object.	Observe how magnets attract or repel each other and attract some materials and not others.	Recognise that shadows are formed when light from a light source is blocked by a solid object.	Observe how magnets attract or repel each other and attract some materials and not others.	Recognise that shadows are formed when light from a light source is blocked by a solid object.		
	Describe magnets as having two poles. Notice that some forces need contact	Recognise that light from the sun is	Describe magnets as having two poles. Notice that some forces need contact	Recognise that light from the sun is	Describe magnets as having two poles. Notice that some forces need contact	Recognise that light from the sun is		

	between 2 objects, but magnetic forces	dangerous and that there are ways to	between 2 objects, but magnetic forces	dangerous and that there are ways to	between 2 objects, but magnetic	
	can act at a distance.	protect the eyes. Talk about how sound travels	can act at a distance.	protect the eyes. Talk about how sound travels	Compare and group together a v	
	everyday materials on the basis of whether	Use the term vibration, when describing	everyday materials on the basis of whether	Use the term vibration, when describing	everyday materials on the basis of	
	they are attracted to a magnet, and	sounds and recognise that vibrations from	they are attracted to a magnet, and	sounds and recognise that vibrations from	they are attracted to a magnet, a	
	identify some magnetic materials.	sounds travel through a medium to the ear.	identify some magnetic materials.	sounds travel through a medium to the ear.	identify some magnetic materials	
	Predict whether 2 magnets will attract or	Recognise that sounds get fainter as the	Predict whether 2 magnets will attract or	Recognise that sounds get fainter as the	Predict whether 2 magnets will at	
	poles are facing	distance from the sound source increases.	poles are facing	distance from the sound source increases.	poles are facing	
	Recognise that batteries are a source of	Describe what hannens to a light source in	Recognise that batteries are a source of	Describe what happens to a light source in	Recognise that batteries are a sou	
	electricity.	the dark.	electricity.	the dark.	electricity.	
	Make circuits with more one than 1 bulb.	Find patterns that determine the size of	Make circuits with more one than 1 bulb.	Find patterns that determine the size of	Make circuits with more one than	
	Explain simply how the number of batteries	shadows.	Explain simply how the number of batteries	shadows.	Explain simply how the number of	
	affects the amount of electricity.	Describe the way in which light is reflected	affects the amount of electricity.	Describe the way in which light is reflected	affects the amount of electricity.	
	Talk about the effect of making or breaking	from surfaces.	Talk about the effect of making or breaking	from surfaces.	lalk about the effect of making or	
	Recognise common conductors and	and what happens	Recognise common conductors and	and what happens	Becognise common conductors a	
	insulators.	Describe in detail how sound travels and	insulators.	Describe in detail how sound travels and	insulators.	
	Year 4	how it can be changed.	Year 4	how it can be changed.	Year 4	
	Recognise that pushes and pulls will bring	Find patterns between the pitch of a sound	Recognise that pushes and pulls will bring	Find patterns between the pitch of a sound	Recognise that pushes and pulls v	
	an object to rest more quickly.	and features of the object that produced it.	an object to rest more quickly.	and features of the object that produced it.	an object to rest more quickly.	
	Describe situations where friction is helpful and where it is not	Find patterns between the volume of a sound and the strength of the vibrations	Describe situations where friction is helpful and where it is not	Find patterns between the volume of a sound and the strength of the vibrations	Describe situations where friction	
	Identify the effects of friction acting	that produce it.	Identify the effects of friction acting	that produce it.	Identify the effects of friction acti	
	between moving surfaces		between moving surfaces		between moving surfaces	
	Predict whether two magnets will attract		Predict whether two magnets will attract		Predict whether two magnets wil	
	or repel each other, depending on which		or repel each other, depending on which		or repel each other, depending of	
	poles are facing.		poles are facing.		poles are facing.	
	than one force acting on an object.		than one force acting on an object.		than one force acting on an object	
	Compare and group everyday materials		Compare and group everyday materials		Compare and group everyday ma	
	that are magnetic and identify magnetic		that are magnetic and identify magnetic		that are magnetic and identify ma	
	materials.		materials.		materials.	
	Identify factors than increase resistance.		Identify factors than increase resistance.		Identify factors than increase resi	
	Describe why a bulb won't light and identify		Describe why a bulb won't light and identify		Describe why a bulb won't light an	
	Construct and record a simple series circuit		Construct and record a simple series circuit		Construct and record a simple ser	
	and name its basic parts, including cells,		and name its basic parts, including cells,		and name its basic parts, including	
	wires, bulbs, switches and buzzers.		wires, bulbs, switches and buzzers.		wires, bulbs, switches and buzzers	
	Know that a bulb lights up when there is an		Know that a bulb lights up when there is an		Know that a bulb lights up when t	
	effective conducting material in the circuit		effective conducting material in the circuit		effective conducting material in th	
	Describe what happens when making and		Describe what hannens when making and		Describe what happens when mal	
	breaking a circuit, recognise that a switch		breaking a circuit, recognise that a switch		breaking a circuit, recognise that a	
	opens and closes a circuit and link to the		opens and closes a circuit and link to the		opens and closes a circuit and link	
	lighting of a bulb.		lighting of a bulb.		lighting of a bulb.	
	Identify common appliances that run on		Identify common appliances that run on		Identify common appliances that	
	Recognise common conductors and		Recognise common conductors and		Recognise common conductors a	
	insulators and associate metals with being		insulators and associate metals with being		insulators and associate metals w	
	good conductors		good conductors		good conductors	
Colones Ka	Year 3					
Science Key	Absorbent, Attract, Dispersal, Friction, Nutritio	n. Pollination, Reflective, Repel, Reproduction, Tr	ansportation			
Vocabulary	Year 4					
	Amphibians, Circuit , Condensation, Conductor	s, Evaporation, Insulators, Invertebrates, Oesoph	agus, Particles, Pitch, Series, Tone, Vertebrates, V	ibration, Volume, Wave		
			Years 5 and 6			
	Autumn A	Spring A	Summer A	Autumn B	Spring B	
Science	Working Scientifically		• 	Working Scientifically		
	Planning different types of scientific enquiries	to answer questions, including recognising and co	Planning different types of scientific enquiries to answer questions, including recog			
Working scientifically	Iaking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate					
objectives are ongoing	graphs,			graphs,	iester using selentine utagrams allu ta	
throughout the year.	Using test results to make predictions to set up	o further comparative and fair tests		Using test results to make predictions to set up further comparative and fair tests		

netic forces	dangerous and that there are ways to
	protect the eyes.
er a variety of	Talk about how sound travels.
asis of whether	Use the term vibration, when describing
net, and	sounds and recognise that vibrations from
erials.	sounds travel through a medium to the ear.
will attract or	Recognise that sounds get fainter as the
g on which	distance from the sound source increases.
	Year 4
a source of	Describe what happens to a light source in the dark.
e than 1 bulb.	Find patterns that determine the size of
ber of batteries	shadows.
city.	Describe the way in which light is reflected
ing or breaking	from surfaces.
	Describe in simple terms how light travels
ors and	and what happens.
	Describe in detail how sound travels and
	how it can be changed.
oulls will bring	Find patterns between the pitch of a sound
ly.	and features of the object that produced it.
iction is helpful	Find patterns between the volume of a
	sound and the strength of the vibrations
n acting	that produce it.
ts will attract	
ing on which	
nere is more	
object.	
w materials	
ify magnetic	
, 0	
e resistance.	
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als with being	

ecognising and controlling variables where necessary and labels, classification keys, tables, scatter graphs, bar and line

Summer B

en used to support or refute ideas or arguments.	Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and researces to magnete	Identifying scientific evidence that has been us Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	ed to support or refute ideas or arguments. Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction.	
Plants, Electricity Year 5 e Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and researces to magnete	Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction.	
 Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or 	Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and recenorse to magnete	Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction.	
e Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and recenorse to magnete	Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	Describe using scientific vocabulary the key functions of a plant, including reproduction.	
functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and research magnets	functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	functions of a plant, including reproduction.	
Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and researce to magnete	Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	Compare and group everyday materials based on evidence from comparative and	Explain scientifically what happons if you	
change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and researce to magnete	change the number of bulbs. Record and construct a series electrical	based on evidence from comparative and	Explain sciencifically what happens if you	
Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	train tests, based on hardness, solubility, transparency, conductivity (electrical and thormal) and receptors to magnets	Record and construct a series electrical	Contraction of the second seco	change the number of bulbs.	
circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	thermal) and response to magnets		fair tests, based on hardness, solubility,	Record and construct a series electrical	
Identify whether or not a bulb will light in a simple series circuit based on whether or		circuit, identifying and naming its basic parts.	thermal) and response to magnets	circuit, identifying and naming its basic parts.	
simple series circuit based on whether or		Identify whether or not a bulb will light in a	thermal) and response to magnets.	Identify whether or not a bulb will light in a	
	Demonstrate that dissolving, mixing and	simple series circuit based on whether or	Demonstrate that dissolving, mixing and	simple series circuit based on whether or	
not the bulb is part of a complete loop	changes of state are reversible changes.	not the bulb is part of a complete loop	changes of state are reversible changes.	not the bulb is part of a complete loop	
with a battery.	Know that some materials will dissolve in	with a battery.	Know that some materials will dissolve in	with a battery.	
Explain how to/what happens when you	to recover a substance from a solution	Explain how to/what happens when you	to recover a substance from a solution	Explain how to/what happens when you	
connect more than 1 battery. Describe the		connect more than 1 battery. Describe the		connect more than 1 battery. Describe the	
Voar 6	to decide how mixtures might be consisted	Voor 6	to decide how mixtures might be consisted	Voor 6	
u, <u>ledio</u>	including through filtering, sigving and		including through filtering signing and		
Describe the features and function of the	evanorating	Describe the features and function of the	evanorating	stigma root and loaf	
Stignia, root and redi.	Demonstrate that dissolving mixing and	Describe the process of photos with a size	Demonstrate that dissolving mixing and	Describe the process of photosynthesis	
Describe the process of photosynthesis.	changes of state are reversible changes	Describe the process of photosynthesis.	changes of state are reversible changes	Describe the process of photosynthesis.	
Record and construct a parallel and series	Explain that some changes result in the	Record and construct a parallel and series	Evolain that some changes result in the	Record and construct a parallel and series	
basic parts	formation of new materials and that this	basic parts	formation of new materials and that this	basic parts	
Explain the link between the brightness of a	kind of change is not usually reversible,	Explain the link between the brightness of a	kind of change is not usually reversible,	Explain the link between the brightness of a	
bulb or volume of a buzzer with the number	including changes associated with burning	bulb or volume of a buzzer with the number	including changes associated with burning	bulb or volume of a buzzer with the number	
and voltage of cells used in the circuit	and the action of vinegar (acid) on	and voltage of cells used in the circuit	and the action of vinegar (acid) on	and voltage of cells used in the circuit	
Compare and give reasons for variations in	bicarbonate of soda.	Compare and give reasons for variations in	bicarbonate of soda.	Compare and give reasons for variations in	
how components function including the	Describe in detail the properties of liquids,	how components function including the	Describe in detail the properties of liquids,	how components function including the	
brightness of bulbs the loudness of buzzers	solids and gases.	brightness of bulbs the loudness of buzzers	solids and gases.	brightness of bulbs the loudness of buzzers	
and the on/off position of switches.	Year 6	and the on/off position of switches.	Year 6	and the on/off position of switches.	
Use recognised symbols when representing	Explain how the differences between the	Lise recognised symbols when representing	Explain how the differences between the	Use recognised symbols when representing	
a simple circuit diagram.	properties of different materials can be	a simple circuit diagram.	properties of different materials can be	a simple circuit diagram.	
Identify whether or not a bulb will light in a	used to classify substances.	Identify whether or not a bulb will light in a	used to classify substances.	Identify whether or not a bulb will light in a	
simple parallel or series circuit based on	Recognise that living things have changed	simple parallel or series circuit based on	Recognise that living things have changed	simple parallel or series circuit based on	
whether or not the bulb is part of a	over time and that fossils provide	whether or not the bulb is part of a	over time and that fossils provide	whether or not the bulb is part of a	
complete loop with a battery.	information about living things that	complete loop with a battery.	information about living things that	complete loop with a battery.	
Recognise that a switch opens and closes	inhabited the earth millions of years ago.	Recognise that a switch opens and closes	inhabited the earth millions of years ago.	Recognise that a switch opens and closes	
a circuit and the impact on a bulb within a	Describe evaporation and condensation in	a circuit and the impact on a bulb within a	Describe evaporation and condensation in	a circuit and the impact on a bulb within a	
he series circuit.	the water cycle making the link between the	series circuit.	the water cycle making the link between the	series circuit.	
Use by knowledge of conductors &	rates of evaporation with temperature.	Use by knowledge of conductors &	rates of evaporation with temperature.	Use by knowledge of conductors &	
Is insulators to construct wires.	Use developing knowledge of solids, liquids	insulators to construct wires.	Use developing knowledge of solids, liquids	insulators to construct wires.	
	and gases to describe how mixtures might		and gases to describe how mixtures might		
	be separated, including through filtering,		be separated, including through filtering,		
	sieving and evaporating.		sieving and evaporating.		
mbryo, Foetus, Gestation, Reproduction, Resistance, R	otation, Solubility, , Transparency				
/ear 6					
	 how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Identify whether or not a bulb will light in a simple parallel or series circuit based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. 	 bow components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Identify whether or not a bulb will light in a simple parallel or series circuit based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. Mether or setting the properties of liquids, solids and gases. Year 6 Explain how the differences between the properties of different materials can be used to classify substances. Recognise that a switch opens and closes a circuit. Use by knowledge of conductors & insulators to construct wires. Mether or possible to construct wires	 bow components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Identify whether or not a bulb will light in a simple parallel or series circuit based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. mbryo, Foetus, Gestation, Reproduction, Resistance, Rotation, Solubility, , Transparency 	 how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Identify whether or not a bulb will light in a simple parallel or series circuit based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. Describe in detail the properties of liquids, solids and gases. War 6 Explain how the differences between the properties of different materials can be used to classify substances. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. Describe in detail the properties of liquids, solids and gases. War 6 Explain how the differences between the properties of different materials can be used to classify substances. Recognise that a switch opens and closes a circuit and the impact on a bulb within a series circuit. Use by knowledge of conductors & insulators to construct wires. Describe indetail the properties of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating. Describe to construct wires. Describe to construct wires. 	