



National Curriculum Coverage – Science

KS1 Year One

National Curriculum Statement:	Topic(s) that cover this statement:	Year/Term taught:
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Plants – Introduction to Plants Investigating Science through Stories	Summer 1 Summer 2
Identify and describe the basic structure of a variety of common flowering plants, including trees	Plants – Introduction to Plants Investigating Science through Stories	Summer 1 Summer 2
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Animals Inc Humans - Comparing Animals Investigating Science through Stories	Summer 1 Summer 2
Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Animals Inc Humans - Comparing Animals Investigating Science through Stories	Summer 1 Summer 2
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Animals Inc Humans - Comparing Animals Investigating Science through Stories	Spring 2 Summer 2
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Animals Inc Humans – Sensitive Bodies	????

distinguish between an object and the material from which it is made	Everyday Materials	Autumn 2
identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Everyday Materials	Autumn 2
	Investigating Science through Stories	Summer 2
describe the simple physical properties of a variety of everyday materials	Everyday Materials	Autumn 2
	Investigating Science through Stories	Summer 2
compare and group together a variety of everyday materials on the basis of their simple physical properties	Everyday Materials	Autumn 2
observe changes across the 4 seasons	Seasonal Changes	Autumn 1
	Investigating Science through Stories	Summer 2
observe and describe weather associated with the seasons and how day length varies	Seasonal Changes	Autumn 1
	Investigating Science through Stories	Summer 2

KS1 Year Two

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
explore and compare the differences between things that are living, dead, and things that have never been alive	Living Things and their Habitats - Habitats	Autumn 1
	Plant-based Materials	Summer 2
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	Living Things and their Habitats	Autumn 1
	Micro-habitats	Autumn 2

of animals and plants, and how they depend on each other		
identify and name a variety of plants and animals in their habitats, including microhabitats	Living Things and their Habitats Micro-habitats	Autumn 1 Autumn 2
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	Living Things and their Habitats	Autumn 1
observe and describe how seeds and bulbs grow into mature plants	Plants – Plant Growth	Summer 1
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Plants – Plant Growth Plant-Based Materials	Summer 1 Summer 2
notice that animals, including humans, have offspring which grow into adults	Animals Inc Humans – Life Cycles and Health	Spring 2
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Animals Inc Humans – Life Cycles and Health	Spring 2
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Animals Inc Humans – Life Cycles and Health	Spring 2
identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Uses of Everyday Materials Plant-Based Materials	Spring 1 Summer 2
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Uses of Everyday Materials	Spring 1

LKS2 Year Three

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Plants – Plant Reproduction	Summer 1
	Does Hand Span Affect Grip Strength?	Summer 2
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	Plants – Plant Reproduction	Summer 1
investigate the way in which water is transported within plants	Plants – Plant Reproduction	Summer 1
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Plants – Plant Reproduction	Summer 1
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	Animals Inc Humans – Movement and Nutrition	Autumn1
	Does Hand Span Affect Grip Strength?	Summer 2
identify that humans and some other animals have skeletons and muscles for support, protection and movement	Animals Inc Humans – Movement and Nutrition	Autumn1
	Does Hand Span Affect Grip Strength?	Summer 2
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Rocks – Rocks and Soil	Autumn 1
	Does Hand Span Affect Grip Strength?	Summer 1

describe in simple terms how fossils are formed when things that have lived are trapped within rock	Rocks – Rocks and Soil	Spring 1
recognise that soils are made from rocks and organic matter	Rocks – Rocks and Soil	Spring 1
compare how things move on different surfaces	Forces and Magnets Does Hand Span Affect Grip Strength?	Autumn 2 Summer 2
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	Forces and Magnets Does Hand Span Affect Grip Strength?	Autumn 2 Summer 2
observe how magnets attract or repel each other and attract some materials and not others	Forces and Magnets	Autumn 2
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	Forces and Magnets	Autumn 2
describe magnets as having 2 poles	Forces and Magnets	Autumn 2
predict whether 2 magnets will attract or repel each other, depending on which poles are facing	Forces and Magnets	Autumn 2
recognise that they need light in order to see things and that dark is the absence of light	Light – Light and Shadows	Spring 2
notice that light is reflected from surfaces	Light – Light and Shadows	Spring 2
recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Light – Light and Shadows	Spring 2
recognise that shadows are formed when the light from a light source is blocked by an opaque object	Light – Light and Shadows	Spring 2
find patterns in the way that the size of shadows change	Light – Light and Shadows	Spring 2

LKS2 Year Four

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
recognise that living things can be grouped in a variety of ways	Living Things and Their Habitats – Classification and Changing Habitats	Summer 1
	Animals Inc Humans – Digestion and Food	Autumn 1
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Living Things and Their Habitats – Classification and Changing Habitats	Summer 1
recognise that environments can change and that this can sometimes pose dangers to living things	Living Things and Their Habitats – Classification and Changing Habitats	Summer 1
describe the simple functions of the basic parts of the digestive system in humans	How Does the Flow of Liquids Compare?	Summer 2
identify the different types of teeth in humans and their simple functions	Animals Inc Humans – Digestion and Food	Autumn 1
construct and interpret a variety of food chains, identifying producers, predators and prey	Animals Inc Humans – Digestion and Food	Autumn 1
	Living Things and Their Habitats – Classification and Changing Habitats	Summer 1
compare and group materials together, according to whether they are solids, liquids or gases	States of Matter	Spring 1
	How Does the Flow of Liquids Compare?	Summer 2
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)	States of Matter	Spring 1

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	States of Matter	Spring 1
identify how sounds are made, associating some of them with something vibrating	Sound – Sound and Vibrations	Spring 2
recognise that vibrations from sounds travel through a medium to the ear	Sound – Sound and Vibrations How Does the Flow of Liquids Compare?	Spring 2 Summer 2
find patterns between the pitch of a sound and features of the object that produced it	Sound – Sound and Vibrations	Spring 2
find patterns between the volume of a sound and the strength of the vibrations that produced it	Sound – Sound and Vibrations	Spring 2
recognise that sounds get fainter as the distance from the sound source increases	Sound – Sound and Vibrations	Spring 2
identify common appliances that run on electricity	Electricity – Electricity and Circuits	Autumn 2
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Electricity – Electricity and Circuits	Autumn 2
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	Electricity – Electricity and Circuits	Autumn 2
recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Electricity – Electricity and Circuits	Autumn 2
recognise some common conductors and insulators, and associate metals with being good conductors	Electricity – Electricity and Circuits	Autumn 2

UKS2 Year Five

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Living Things and their Habitats - Life Cycles and Reproduction Animals Inc Humans - Human Timeline	Spring 2
describe the life process of reproduction in some plants and animals	Living Things and their Habitats - Life Cycles and Reproduction Animals Inc Humans - Human Timeline	Spring 2 Summer 2
describe the changes as humans develop to old age	Animals Inc Humans - Human Timeline	Summer 2
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	Properties and Changes of Materials – Properties and Changes Does the Size of an Asteroid Affect Its Impact Strength?	Autumn 2 Summer 2
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Properties and Changes of Materials – Mixtures and Separation	Autumn1
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Properties and Changes of Materials – Mixtures and Separation Does the Size of an Asteroid Affect Its Impact Strength?	Autumn 1 Summer 2
demonstrate that dissolving, mixing and changes of state are reversible changes	Properties and Changes of Materials – Mixtures and Separation	Autumn 1
explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated	Properties and Changes of Materials – Properties and Changes	Autumn 2

with burning and the action of acid on bicarbonate of soda		
describe the movement of the Earth and other planets relative to the sun in the solar system	Earth and Space	Spring 1
	Does the Size of an Asteroid Affect Its Impact Strength?	Summer 2
describe the movement of the moon relative to the Earth	Earth and Space	Spring 1
describe the sun, Earth and moon as approximately spherical bodies	Earth and Space	Spring 1
	Does the Size of an Asteroid Affect Its Impact Strength?	Summer 2
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Earth and Space	Spring 1
explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Earth and Space	Spring 1
	Forces – Unbalanced Forces	Summer 1
	Does the Size of an Asteroid Affect Its Impact Strength?	Summer 2
identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Forces – Unbalanced Forces	Summer 1
	Does the Size of an Asteroid Affect Its Impact Strength?	Summer 2
recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Forces – Unbalanced Forces	Summer 1
	Does the Size of an Asteroid Affect Its Impact Strength?	Summer 2

UKS2 Year Six

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
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	Living Things and Their Habitats – Classifying Big and Small	Autumn 1
	Are some sunglasses safer than others?	Summer 2
give reasons for classifying plants and animals based on specific characteristics	Living Things and Their Habitats – Classifying Big and Small	Autumn 1
	Are some sunglasses safer than others?	Summer 2
identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Animals Inc Humans – Circulation and Health	Summer 1
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Animals Inc Humans – Circulation and Health	Summer 1
	Are some sunglasses safer than others?	Summer 2
describe the ways in which nutrients and water are transported within animals, including humans	Animals Inc Humans – Circulation and Health	Summer 1
recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Evolution and Inheritance	Spring 1
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and Inheritance	Spring 1
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Evolution and Inheritance	Spring 1
	Are some sunglasses safer than others?	Summer 2

recognise that light appears to travel in straight lines	Light – Light and Reflection	Autumn2
	Are some sunglasses safer than others?	Summer 2
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	Light – Light and Reflection	Autumn 2
	Are some sunglasses safer than others?	Summer 2
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	Light – Light and Reflection	Autumn 2
	Are some sunglasses safer than others?	Summer 2
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Light – Light and Reflection	Autumn 2
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Electricity – Circuits , Batteries and Switches	Spring 2
	Are some sunglasses safer than others?	Summer 2
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	Electricity – Circuits , Batteries and Switches	Spring 2
use recognised symbols when representing a simple circuit in a diagram	Electricity – Circuits , Batteries and Switches	Spring 2
	Are some sunglasses safer than others?	Summer 2

Working Scientifically

KS1 Year One

Working Scientifically	Topic(s) that cover this statement:
asking simple questions and recognising that they can be answered in different ways.	Seasonal Changes Everyday Materials Sensitive Bodies Comparing Animals Introduction to Plants Investigating Science Through Stories
observing closely, using simple equipment.	Seasonal Changes Everyday Materials Sensitive Bodies Introduction to Plants Investigating Science Through Stories
performing simple tests.	Everyday Materials Sensitive Bodies Introduction to Plants Investigating Science Through Stories
identifying and classifying	Everyday Materials Sensitive Bodies Comparing Animals Introduction to Plants Investigating Science Through Stories
using their observations and ideas to suggest answers to questions.	Everyday Materials Sensitive Bodies

	Comparing Animals Introduction to Plants Investigating Science Through Stories
gathering and recording data to help in answering questions	Seasonal Changes Everyday Materials Sensitive Bodies Comparing Animals Introduction to Plants Investigating Science Through Stories

KS1 Year Two

Working Scientifically	Topic(s) that cover this statement:
asking simple questions and recognising that they can be answered in different ways.	Habitats Micro-habitats Use of Everyday Materials Life Cycles and Health Plant Growth Plant-based Materials
observing closely, using simple equipment.	Micro-habitats Use of Everyday Materials Life Cycles and Health Plant Growth Plant-based Materials

performing simple tests.	Micro-habitats Use of Everyday Materials Plant Growth Plant-based Materials
identifying and classifying	Habitats Micro-habitats Life Cycles and Health Plant-based Materials
using their observations and ideas to suggest answers to questions.	Micro-habitats Use of Everyday Materials Life Cycles and Health Plant Growth Plant-based Materials
gathering and recording data to help in answering questions	Habitats Micro-habitats Use of Everyday Materials Life Cycles and Health Plant Growth Plant-based Materials

LKS2 Year Three

Working Scientifically	Topic(s) that cover this statement:
asking relevant questions and using different types of scientific enquiries to answer them.	Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?
setting up simple practical enquiries, comparative and fair tests.	Movement and Nutrition Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Movement and Nutrition Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Movement and Nutrition Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Movement and Nutrition Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Movement and Nutrition Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?
identifying differences, similarities or changes related to simple scientific ideas and processes	Movement and Nutrition Forces and Magnets Light and Shadows Plant Reproduction
using straightforward scientific evidence to answer questions or to support their findings.	Movement and Nutrition Forces and Magnets Rocks and Soil Light and Shadows Plant Reproduction Does Hand Span Affect Grip Strength?

LKS2 Year Four

Working Scientifically	Topic(s) that cover this statement:
asking relevant questions and using different types of scientific enquiries to answer them.	Digestion and Food Electricity and Circuits States of Matter Sounds and Vibrations How Does the Flow of Liquids Compare?
setting up simple practical enquiries, comparative and fair tests.	Digestion and Food Electricity and Circuits States of Matter Sounds and Vibrations How Does the Flow of Liquids Compare?
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Digestion and Food Electricity and Circuits States of Matter Sounds and Vibrations Classification and Changing Habitats How Does the Flow of Liquids Compare?
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Digestion and Food Electricity and Circuits States of Matter Sounds and Vibrations Classification and Changing Habitats How Does the Flow of Liquids Compare?
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Digestion and Food Electricity and Circuits States of Matter

	<p>Sounds and Vibrations</p> <p>Classification and Changing Habitats</p> <p>How Does the Flow of Liquids Compare?</p>
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	<p>Digestion and Food</p> <p>Electricity and Circuits</p> <p>States of Matter</p> <p>Sounds and Vibrations</p> <p>How Does the Flow of Liquids Compare?</p>
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<p>Digestion and Food</p> <p>Electricity and Circuits</p> <p>States of Matter</p> <p>Sounds and Vibrations</p> <p>How Does the Flow of Liquids Compare?</p>
identifying differences, similarities or changes related to simple scientific ideas and processes	<p>Digestion and Food</p> <p>Electricity and Circuits</p> <p>Sounds and Vibrations</p> <p>Classification and Changing Habitats</p> <p>How Does the Flow of Liquids Compare?</p>
using straightforward scientific evidence to answer questions or to support their findings.	<p>Digestion and Food</p> <p>Electricity and Circuits</p> <p>States of Matter</p> <p>Sounds and Vibrations</p> <p>Classification and Changing Habitats</p> <p>How Does the Flow of Liquids Compare?</p>

UKS2 Year Five

Working Scientifically	Topic(s) that cover this statement:
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Mixtures and Separation Properties and Changes Life Cycles and Reproduction Unbalanced Forces
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Mixtures and Separation Properties and Changes Life Cycles and Reproduction Unbalanced Forces
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Mixtures and Separation Properties and Changes Unbalanced Forces Human Timeline
using test results to make predictions to set up further comparative and fair tests.	Life Cycles and Reproduction Unbalanced Forces Human Timeline
reporting 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.	Mixtures and Separation Properties and Changes Unbalanced Forces Human Timeline
identifying scientific evidence that has been used to support or refute ideas or arguments.	Earth and Space Unbalanced Forces

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UKS2 Year Six

Working Scientifically	Topic(s) that cover this statement:
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Light and Reflection Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Classifying Big and Small Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?
using test results to make predictions to set up further comparative and fair tests.	Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?

reporting 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.	Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?
identifying scientific evidence that has been used to support or refute ideas or arguments.	Classifying Big and Small Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health Are Some Sunglasses Safer than Others?