

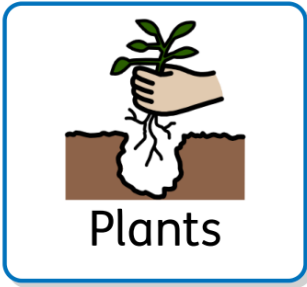


KS2 Science Progression

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Golden Threads	Year 3	Year 4	Year 5	Year 6
 <p>Animals and humans</p>	<p>I know how to 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.</p> <p>I know how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>I know how to describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I know how to identify the different types of teeth in humans and their simple functions.</p> <p>I know how to construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I know how to describe the changes as humans develop to old age.</p>	<p>I know how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>I know how to describe the ways in which nutrients and water are transported within animals, including humans.</p>
 <p>Living things in their habitats</p>		<p>I know how to recognise that living things can be grouped in a variety of ways</p> <p>I know how to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>I know how to recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</p>	<p>I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I know how to describe the life process of reproduction in some plants and animals.</p>	<p>I know how to 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</p> <p>I know how to give reasons for classifying plants and animals based on specific characteristics</p>

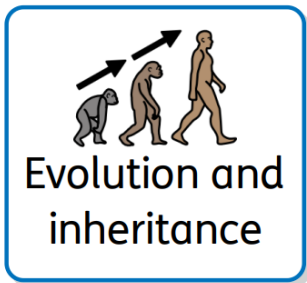


I know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

I know how to 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.

I know how to investigate the way in which water is transported within plants.

I know how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



I know how to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

I know how to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.



I know how to 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.

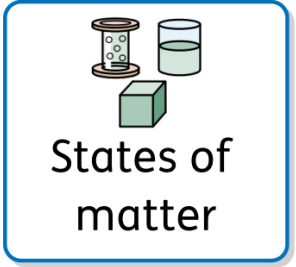
I know how to recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

I know how to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

I know how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I know how to demonstrate that dissolving, mixing and changes of state are reversible changes.

I know how to 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.

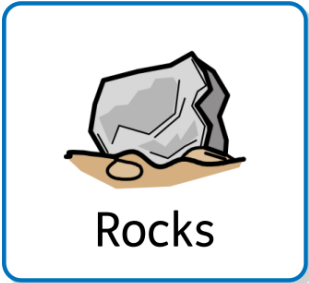


States of matter

I know how to compare and group materials together, according to whether they are solids, liquids or gases.

I know how to 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).

I know how to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

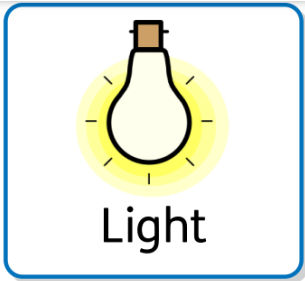


Rocks

I know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I know how to describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I know how to recognise that soils are made from rocks and organic matter.



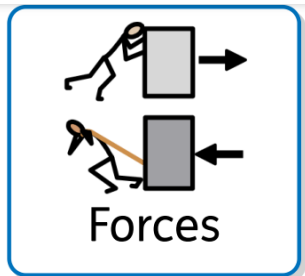
I know how to recognise that he/she needs light in order to see things and that dark is the absence of light.

I know how to notice that light is reflected from surfaces.

I know how to recognise that light from the sun can be dangerous and that there are ways to protect eyes.

I know how to find patterns in the way that the size of shadows change.

I know that it is not safe to look directly at the sun, even when wearing dark glasses.



I know how to compare how things move on different surfaces.

I know how to notice that some forces need contact between two objects, but magnetic forces can act at a distance.

I know how to 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.

I know how to describe magnets as having two poles.

I know how to predict whether two magnets will attract or repel each other, depending on which poles are facing.

I know how to recognise that light appears to travel in straight lines.

I know how to 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.

I know how to 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.

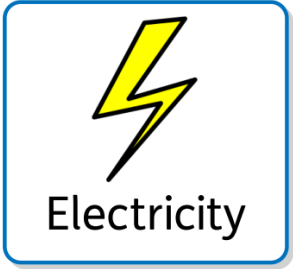
I know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

I know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

I know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

E



I know how to identify common appliances that run on electricity.

I know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

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.

I know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

I know how to recognise some common conductors and insulators, and associate metals with being good conductors.

I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

I know how to 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.

I know how to use recognised symbols when representing a simple circuit in a diagram.



I know how to identify how sounds are made, associating some of them with something vibrating.

I know how to recognise that vibrations from sounds travel through a medium to the ear.

I know how to find patterns between the pitch of a sound and features of the object that produced it.

I know how to find patterns between the volume of a sound and the strength of the vibrations

		<p>that produced it.</p> <p>I know how to recognise that sounds get fainter as the distance from the sound source increases.</p>		
<div data-bbox="129 331 412 592" data-label="Image"> <p>Earth and space</p> </div>			<p>I know how to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I know how to describe the movement of the Moon relative to the Earth.</p> <p>I know how to describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I know how to 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>I know that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</p> <p>I know that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p>	



They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.