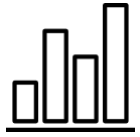
Science at St Matthias

Intent: At St Matthias, we want all of our children to become confident and capable scientists who are able to investigate the world around them and clearly communicate their findings in a range of ways. Our aim is to foster a sense of curiosity about the world while providing children with both the scientific skills and knowledge needed to ask and answer questions which emerge from this curiosity. We want our children to see themselves as scientists, both in the present and within their futures and we aim to provide them with aspirations to work in the field of science

Science Learning Journey of Skills							
Working Scientifically Skills	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Question 	*I can ask simple questions	* I can ask simple questions * I can recognise that questions can be answered in different ways.		* I can ask relevant questions. * I can raise further questions after drawing conclusions from investigations.		* I can answer questions that have been raised from scientific enquiries.	
Investigate 	* I explore the world around me. *I can make observations from what I see.	* I can observe closely, using simple equipment. * I can perform simple tests.		* I can carry out comparative and fair tests, with fair observations. * I can measure accurately.		* I can plan different types of enquiries, recognising and controlling variables. * I can carry out comparative and fair tests measuring results accurately.	
Communicate	*I can share what I	* I can identify.		* I can make well-explained		* I can make a prediction from test	

	see and notice with others.	* I can classify. .	predictions * I can make oral and written explanations using models and diagrams to explain.	results. * I can use scientific language both written and orally
Record 	* I can draw pictures of what I see.	* I can gather data to help answer questions. * I can record findings.	* I can gather and record data in a variety of ways. * I can present and interpret results using scientific language.	* I can present findings in oral and written forms. * I can record data in a variety of ways; diagrams, classification keys, tables and graphs.
Reflect 	*I can spot simple patterns. *I can share what is the same and what is different.	* I can discuss observations. * I can use my observations and ideas to suggest answers to questions.	* I can justify the choice of methods to evaluate investigations and draw conclusions. * I can suggest improvements.	* I can justify arguments by identifying scientific evidence. * I can explain trust in results orally and in writing. * I can draw conclusions from enquiries.

National Curriculum statement that are from other topic are in red

Science Learning Journey of Knowledge								
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Plants 	•Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. •Plant seeds and care for growing plants. •Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. (R Living things and their habitats) • Understand the effect of changing seasons on the natural world around them. (R-Seasonal changes)	•Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	•Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2- Living things and their habitats)	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • 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. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in	Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4-Living things and their habitats)	Describe the life process of reproduction in some plants and animals. (Y5- Living things and their habitats)	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. • Give reasons for classifying plants and animals based on specific characteristics. (Y6-Living things and their habitats)

					the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
	Key Stage 3 •Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Living things in their habitats 	•Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to understand the need to respect and care for the natural environment and all living things.	•Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals	•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	•Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)	•Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this	•Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. •Describe the life process of reproduction in some plants and animals.	•Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based

			including fish, amphibians, reptiles, birds and mammals. humans) • 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). (Y1 – Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal change)	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 microhabitats. • 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. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)		can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)		on specific characteristics. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)
	Key Stage 3							

	•Reproduction in humans • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. • Differences between species.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Animals, including humans 	•Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live.	• 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	• 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. • Describe how animals obtain their food from plants and other animals, using	• 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. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	• Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe how living things are classified into

			part of the body is associated with each sense.	the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)				broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
	Key Stage 3 • Reproduction in humans • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. • The structure and functions of the gas exchange system in humans, including adaptations to function. • The mechanism of breathing to move air in and out of the lungs. • The impact of exercise, asthma and smoking on the human gas exchange system.							

Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Evolution & Inheritance 	• Begin to understand the need to respect and care for the natural environment and all living things. (N-Living things and their habitats)	• Recognise some environments that are different to the one in which they live. (R – Living things and their habitats)		• 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. (Y2 - Living things and their habitats) • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals,	• Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)	• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	• Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	• 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 their parents. • Identify how animals and plants are

				including humans)				adapted to suit their environment in different ways and that adaptation may lead to evolution.
	Key Stage 3 • Heredity is the process by which genetic information is transmitted from one generation to the next. • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. • Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Seasonal Changes 	• Understand the key features of the life cycle of a plant and an animal. (N– Plants & Animals, excluding humans)	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.		• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)		• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)	

	Key Stage 3 • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6 n/a**
Materials 	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Compare and group together a variety of	• 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	• 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	

			variety of everyday materials on the basis of their simple physical properties.	and stretching.	everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets)	part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)	metals, wood and plastic. •Demonstratthat 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.
	Key Stage 3 • Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Combustion, thermal decomposition, oxidation and displacement reactions. • Defining acids and alkalis in terms of neutralisation reactions. • The pH scale for measuring acidity/alkalinity; and indicators.						

Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks 	• Use all their senses in hands-on exploration of natural materials. (Nursery – Living things and their habitats) • Explore collections of materials with similar and/or different properties. (N–Living things and their habitats)	• Explore the natural world around them. (Reception – Living things and their habitats) • Describe what they see, hear and feel whilst outside. (R- Living things and their habitats)	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1-Everyday Materials)	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.			• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)
	Key Stage 3 • The structure and composition of the Earth. • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.							

Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light 	• Explore how things work. • Talk about the differences in materials and changes they notice.	• Describe what they see, hear and feel whilst outside.	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)		• Recognise that they 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 their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change		• 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. (Y5 - Properties and changes of materials)	• 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
	Key Stage 3 • Light waves travelling through a vacuum; speed of light. • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. • Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Forces 	• Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.		• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)	• 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.		• 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.		
	Key Stage 3 • Magnetic fields by plotting with compass, representation by field lines. • Earth's magnetism, compass and navigation. • Forces measured in Newtons, measurements of stretch or compression as force is changed.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sound 	• Explore how things work.	• Describe what they see, hear and feel whilst outside.	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)			• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the		

						volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.		
	Key Stage 3 • Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. • Sound needs a medium to travel, the speed of sound in air, in water, in solids. • Auditory range of humans and animals. • Pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound. • Waves transferring information for conversion to electrical signals by microphone.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Electricity 	• Explore how things work.				• Identify common appliances that run on electricity. • 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in			• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • 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. • Use recognised symbols when representing a simple circuit in a diagram.

					a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.			
	Key Stage 3 • Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current. • Differences in resistance between conducting and insulating components (quantitative). • Static electricity.							
Topic	**Nursery**	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Earth & Space 		• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.	• Observe changes across the four seasons. (Y1 – Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)				• 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.	
	Key Stage 3 • Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). • Our Sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance.							