

		<p>humans have?</p> <p>Why is it important for humans to exercise, have good hygiene and eat a balanced diet?</p>	How can you change the shape of solid objects?		<p>explain the life cycle of a plant and the changes that occur?</p>	<p>different plants and animals suited to their habitats and microhabitats?</p> <p>How can a 'food chain' show how animals obtain their food?</p> <p>How do animals change from infants to adults?</p>								
Year 3	<p>LKS2 (Year 3 and 4)</p> <ul style="list-style-type: none"> 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. 	<p>✓</p> <p>What do animals need to survive and thrive?</p> <p>How do animals obtain and use the nutrition found in food?</p>			<p>✓</p> <p>How do flowering plants reproduce ?</p> <p>How is water transported around plants?</p>	<p>✓</p> <p>How can rocks be compared and classified ?</p> <p>How are fossils formed? What is soil made from?</p>	<p>✓</p> <p>Where does light come from and why do we need it?</p> <p>Why is light from the sun dangerous and how can we protect our eyes?</p> <p>How are shadows made and change?</p>	<p>✓</p> <p>How do things move on different surfaces?</p> <p>What materials are attracted or repelled by magnets?</p> <p>How would you describe a magnetic force?</p>						
Year 4	<ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using 	<p>✓</p> <p>What different types of teeth do humans have and what are their functions?</p>				<p>✓</p> <p>How are classification keys used to group living things?</p>			<p>✓</p> <p>What are the differences between solids,</p>	<p>✓</p> <p>How are sounds made and how do they travel?</p>	<p>✓</p> <p>How are electrical circuits built and what factors</p>			

	<p>simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <ul style="list-style-type: none"> • 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.. 	<p>What are the main parts of the digestive system?</p> <p>How can a 'food chain' show the flow of energy between animals?</p>				<p>Do environments change and what dangers might this pose to living things?</p>			<p>liquids and gases and how can temperature affect each one?</p> <p>What processes are there in the water cycle?</p> <p>What factors might affect these processes?</p>	<p>How can pitch and volume be changed?</p>	<p>affect whether they work?</p> <p>How do electrical conductors and insulators work?</p>		
Year 5	<p>UKS2 (Year 5 and 6)</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements. • Using a range of scientific equipment, with increasing accuracy and precision. • Taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, 	<p>✓</p> <p>What changes occur in humans from birth to old age?</p>	<p>✓</p> <p>How can you select materials for different purposes based upon their properties?</p> <p>How do you use mixtures and solutions to explain reversible and irreversible changes?</p>			<p>✓</p> <p>What are the differences in the life process of reproduction between animals and plants?</p>		<p>✓</p> <p>How can you describe the impact of gravity?</p> <p>How does air and water resistance affect the movement of objects?</p> <p>How do levers, pulleys and gears affect forces?</p>			<p>✓</p> <p>How do the planets in our solar system and our moon move in relation to the sun?</p> <p>What causes day and night at different times across</p>		

	<p>scatter graphs, bar and line graphs.</p>												our planet?	
Year 6	<ul style="list-style-type: none"> Using test results to make predictions to set up further comparative and fair tests. 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. identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>✓</p> <p>What are the main parts and functions of the human circulatory system?</p> <p>How does our lifestyle affect the way our bodies function? How are nutrients and water transported around our bodies?</p>				<p>✓</p> <p>How are living things classified? What specific characteristics can be used for classifying living things?</p>		<p>✓</p> <p>How does light enter our eyes and enable us to see?</p> <p>What factors can affect our vision and how can it be improved?</p>				<p>✓</p> <p>How are series circuits constructed and represented using scientific symbols?</p>		<p>✓</p> <p>How have living things evolved over Earth's history? What part does genetics play in variation and inheritance?</p> <p>What evidence is there for the theory of evolution?</p>