

Key: C = Communication skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. T = Thinking skills

## SCIENCE - End Points

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1) WORKING SCIENTIFICALLY</b>								
<b>a) Observation</b>	To notice detailed features of objects in their environment.	To make simple observations. LT	To observe closely using simple equipment. LT	To observe closely using more sophisticated equipment. LT	To make systematic and careful observations.	Build on detail and accuracy from Y3	Build on detail and accuracy from Y4	Build on detail and accuracy from Y5
<b>b) Questioning</b>	To display curiosity about why things happen and how things work. C		To make predictions based on experiences.	To be able to ask simple questions and recognise that they can be answered in different ways. C	To use their observations and ideas to suggest answers to questions. C	To use previous scientific knowledge to make predictions. T	To use previous scientific knowledge to assist in asking questions. T	To use results to raise further questions. T
<b>c) Investigating</b>		To be exposed to, and to participate in, a range of experiments.	To perform simple investigations or practical enquiries.	To set up simple investigations or practical enquiries, recognising the need for fair testing.	To set up a range of practical enquiries including fair tests. To gather and record in a variety of ways to help in answering questions. LT	To use previous scientific knowledge to set up a range of enquiries.	To plan a range of scientific enquiries to answer questions. T	To recognise and control variables where necessary.
<b>d) Using and recording data</b>			To use a variety of informal methods to record data and findings.	To use both informal and formal methods to gather and record data. LT	To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs with support.	To record data by drawing graphs with appropriate scales on the x-axis, including up to two decimal places where appropriate.	To record data by drawing graphs with appropriate scales on the x-axis, including up to two decimal places where appropriate.

<b>e) Measuring</b>	To measure using non-standard units.	To use simple equipment for measuring using standard units. C LT	To, where appropriate, take precise measurements using standard units.	To take measurements, using a range of scientific equipment. LT	To take precise measurements, with increasing precision, taking repeat readings when appropriate. LT	To take precise measurements, using a range of scientific equipment. LT	To take precise measurements, using a range of scientific equipment. LT
<b>f) Evaluating</b>			To use results of enquiries to answer questions or to support findings.	To take measurements, with increasing precision, taking repeat readings when appropriate. LT To use previous scientific knowledge combined with results to make conclusions. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. LT/C	To use results to draw simple conclusions.		
<b>g) Reporting and presenting</b>	To talk about some of the things they have observed. C	To discuss results.	To present results and informally discuss.	To present results in a variety of ways to help in answering questions. C/LT To compare and group objects based on a variety of features.	To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. LT/C To describe how things are classified into broad groups according to common observable characteristics and based on similarities and differences.	To present evaluated experiments in oral and written forms such as displays and other presentation. LT/C/T	To present evaluated experiments in oral and written forms such as displays and other presentation. LT/C/T
<b>h) Grouping and classifying</b>	To recognise similarities and differences.	To group objects in a variety of ways.	To explore basic classification keys.	To classify in a variety of ways to help in answering questions.		To use standard systems to classify a range of objects and living things.	

				To understand that scientific knowledge helps people to understand the effect of their actions.		
				To recognise that scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.	To recognise that scientific understandings, discoveries and inventions are used to solve problems that directly affect people's lives.	
			To understand that Science involves asking questions about and describing changes in, objects and events.			
			To explore how people use science in their daily lives, including when caring for their environment and living things.		To understand how scientific knowledge is used to inform personal and community decisions.	
			To learn about the life of a famous scientist and the impact their work has on the world.	To learn about the life of a famous scientist and the impact their work has on the world.	To recognise that important contributions to the advancement of science have been made by people from a range of cultures.	As Year 5
<b>i) Science in Our World</b>	To know that the environment and living things are influenced by human activity					

## 2) EVALUATE

				To describe their final product/performance in relation to the context/purpose/design brief.	To prepare and use criteria to evaluate their own final product/performance or that of a peer.	
			To describe their final product/performance or the process and identify strengths and weakness/errors.			
			To identify strengths and weakness/errors in their final product/performance with some teacher support and give simple reasons.	To keep a tracker to identify successes and areas of weakness throughout the process.	To use given criteria to evaluate the process or journey to arrive at final product/performance.	To generate success criteria to evaluate their steps in a process to arrive at a final product/performance.
<b>a) Self and peer evaluating</b>	To express feelings and or preferences about their own work or that of a peer. C	To look closely at their final product or performance with a teacher and say what they like and/or don't like about it.	To say whether it was different to expected.	To use information gathered throughout the process to improve and adapt work.	To identify where changes were made during the process which led to improvements.	To question which parts of the process could be improved to have maximum impact on final product/performance and suggest improvements.
			To make simple suggestions to improve the quality of their final product/performance based on evaluation with teacher support.	To compare improved work with initial work and/or plan and express preference.		
			To explore different ways to do something and identify differences. (e.g. sing high or low, fast or slow)	To test products and record findings. LT		
<b>c) Making improvements</b>						

## SEQUENCED SCIENCE CONTENT

**BIOLOGY**

Different animals need different types of food. Some things are living, some are dead and some have never been alive.

**Y1 Animals including humans**

To stay healthy plants need light, water nutrients and room to grow.  
Y3 Plants

Plants use energy from sunlight to make their own food.

Some substances and lifestyle choices can have a negative impact on health.

Different animals need different types of food.

**Y2 living things and their habitats.**

**Y1 Animals including humans**

Plants need water, light and warmth. **Y2 Plants**

Animals need water, food and air.

Animals cannot make their own food.

**KS3**  
Plants and animals need to reproduce.

**Y6 Animals including humans**

Oxygen is taken into the blood in the lungs. The blood is pumped by the heart to take oxygen and nutrients to the muscles.

**Y2 animals including humans**  
To stay healthy animals need exercise, a balanced diet and hygiene.

**Y3 Animals including humans**

**Y5 Living things and their habitats**

**Y6 Animals including humans**

Flowering plants have different parts – roots, stems, leaves, flowers, fruit, seeds.

**Y2 Animals including humans**

Different parts of flowering plants have different functions. Roots and stems – nutrition transport of water and support. Leaves – nutrition. Flowers – reproduction

Animals and humans have teeth to help them eat.

**Structure & Form**  
Plants, Animals and

**Humans**

**Y1 Plants**

**Y3 Plants**

Animals including humans, have different body parts ... and these have special functions to help them survive (including senses).

**Y1 Animals including humans**

Many animals including humans, have skeletons and muscles for support, protection and movement. **Y3 Animals including Humans**

**Y4 Animals and humans.**

Food is broken down further in the stomach and intestine and absorbed into the blood stream with water.

Plants and animals need to reproduce.

**Y4 Animals including humans**

**Y5 Living things and their habitats**

Some substances and lifestyle choices can have a negative impact on health.

**Y6 Animals including humans**

Oxygen is taken into the blood in the lungs. The blood is pumped by the heart to take oxygen and nutrients to the muscles.

Organisms are classified into groups at different levels based on similarities in observable characteristics.

**Y6 Animals including humans**

## Classification

Identifying and classifying increasing range from the familiar to the unfamiliar

There is an enormous range of living things (organisms)

Differences between organisms are used to identify and name them as individual species

Plants are grouped into common wild and garden plants, deciduous and evergreen trees. Animals are grouped into fish, amphibians, reptiles, birds, mammals.

Animals and plants can be identified and grouped. This is linked to habitat.

### Y1 Plants

**Y1 Animals including humans**  
Plants and animals can be grouped using observable features.

### Y2 Living things and their habitats.

**Y1 Plants**  
**Y1 Animals including humans**

Plants and animals can be grouped using a wider range of characteristics.

**Y4 Living things and their habitats.**  
Keys are used for the identification of animals and plants.

### Y6 Living things and their habitats

A wider range of living things including micro-organisms can be identified.

### Y6 Living things and their habitats

The grouping of organisms becomes more detailed, depending on the purpose of the classification

## Life Cycles

Plants and animals grow and change over the course of their lives.

Plants seeds and bulbs grow into plants. **Y2 Plants**

Animals including humans, reproduce offspring which grow into adults. **Y2 Animals including humans**

Plants make seed to produce more plants (sexual reproduction). **Y3 Plants**

Life cycles differ for different species. **Y5 Living things and their habitats.**

Plants can reproduce asexually.

**Y5 Living things and their habitats.** Humans development has different stages between birth and death.

**Y5 Animals including humans**

Living things produce offspring of the same kind, but not identical. **Y5 Evolution and inheritance**

Adaptation may lead to evolution. **Y6 Evolution and inheritance.** Living things have changed over time. **Y6 Evolution and inheritance.**

Plants and animals are adapted to suit their environment. **Y6 Evolution and inheritance.**

## interdependence

All living things are interdependent

Different plants and animals live in different places to which they are suited – by giving them food and shelter. **Y2 Living things and their habitats.** Animals get their food from plants and other animals and in turn are consumed by other animals. **Y2 Living things and their habitats.**

## CHEMISTRY

## MATERIALS

## DESCRIBING AND USING MATERIALS

There are different materials and they are used to make different objects.

**Y1 Everyday materials**

Different materials, including rocks, have different properties. **Y1 Everyday materials. Y3 Rocks**

Materials can be sorted into groups according to their observable properties

Nutrients made by plants move to primary consumers and then to secondary consumers through food chains. **Y4 Animals including humans**

Environmental change and human impact affects different habitats differently. **Y6 Living things and their habitats.**

Different properties make materials suitable for different uses (properties that can be measured)

Different materials, including rocks, have different properties. **Y1 Everyday materials. Y3 Rocks**

**Y5 Properties and changes of materials**  
Materials can be sorted into groups according to properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. **Y5 Properties and changes of materials**

Materials can be solids, liquids or gases.

All materials have mass

## CHANGING MATERIALS

Materials can be changed

Different materials are suitable for different uses (properties that can be observed).

### Y1 Everyday materials

#### Y2 Use of everyday materials

The shape of some solid materials can be changed by a contact force.

#### Y2 Uses of everyday materials

### Y4 States of Matter

Some materials change state when heated or cooled. Heating causes melting and evaporation. Removing heat causes condensing and solidifying (freezing)

Some materials will dissolve in a liquid **Y5 Properties and changes of materials**

Changes including baking, burning and the reaction of certain chemicals result in new materials

#### Y5 Properties and changes of materials

Dissolving, mixing and changes of state are reversible changes. **Y5 Properties and changes of materials**

Changes that result in new materials are not usually reversible.

#### Y5 Properties and changes of materials

## MIXING AND SEPARATING MATERIALS

Materials can be mixed together

Mixtures occur when materials are mixed together but don't react to each other

Soils are a mixture of rocks and organic matter. **Y3 Rocks**  
Fossils are formed when trapped with rock.  
**Y3 Rocks**

Mixtures can be separated by filtering, sieving and evaporating. **Y5 Properties and changes of materials**

## PHYSICS

### LIGHT

There is a variety of sources of light; including the sun

We see with our eyes.

**Y1 Animals, including humans**

Light travels from a light source in a straight line. When light hits a material, some of it is reflected off the material. **Y3 Light**  
Some materials let light pass through them.

Some materials block the light and a shadow is formed. **Y3 Light**  
Sunlight can be dangerous.  
**Y3 Light**

Some materials reflect light better than others.

The size of shadows, change according to the size of objects and distance from the light source. **Y3 Light**

We need light to see things. Darkness is the absence of light. **Y5 Light**

Light travels from a light source in a straight line. We see light from a source reflected into our eyes. **Y6 Light**

Some materials reflect light better than others. Shadows and reflections are different. Shadows have the same shape as the object that casts them. **Y6 Light**

Light travels in straight lines

### SOUND

Sounds can be different

We hear with our ears.  
**Y1 Animals including humans**

Sounds are made when something vibrates.

Some materials reflect sound, some absorb sound and act as sound insulators.

## ELECTRICITY

Everyday appliances connected to mains electricity must be used safely. Some devices use batteries which can be handled carefully

### Y4 Sound

Sound travels through a medium (solid, liquid or gas)

Sound travels in all directions from a source.

Sound gets fainter the further they are from the source.

### Y4 Sound

The nature of sounds depends on how the vibrations are produced.

can be changed. **Y4**

The pitch of a sound can be changed.

### Y4 Sound

Some materials reflect sound, some absorb sound and act as sound insulators.

Electrical appliances need a source of electricity to work **Y4 Electricity**

A complete circuit is needed for an electric current to flow. **Y4 Electricity**

A circuit is made up of different components. **Y4 Electricity.** closes a circuit. **Y4** better conductors than

There are recognised symbols for circuits and their components. **Y6 Electricity**

When a battery or cell is connected in a circuit, it provides a push (voltage) that cause electrons (current) to flow in a circuit.

An increase in voltage will cause an increase in current **Y6 Electricity** increase in resistance resist the current more

## FORCES

Forces arise between two objects.

Pushing and/or pulling can make things start moving, stop, go faster or slower or change their shape.

Drag forces resist movement. **Y5 Forces**

Some forces need contact between two objects (contact forces). **Y3 Forces and magnets**  
Some forces act between objects although they are not in contact (non-contact forces) **Y3 Forces and**

### Y3 Forces and magnets

**magnets**  
when one object moves over another one there will be a force between them that opposes motion. This is called friction.

### Y2 Use of everyday materials

**Y3 Forces and magnets.**

Forces arise between two objects.

Magnets can act at a distance. **Y3 Forces and Magnets**  
Magnets exert attractive and repulsive forces on each other **Y3 Forces and Magnets**  
Some materials are magnetic, some are not **Y3 Forces and magnets**

The force of gravity caused by the Earth pulls objects towards its centre **Y5 Forces**

Some mechanisms allow a smaller force to have a greater effect. **Y5 Forces**

## EARTH IN SPACE

Temperature and day length changes over the year – this pattern is referred to as the seasons. **Y1 Seasonal changes**

The sun appears to move across the sky.

The sun appears to move across the sky.

The earth, sun and moon are approximately spherical. **Y5 Earth and space**  
The earth is one of eight planets that orbit the sun. **Y5 Earth and space**

The earth orbits the sun once every year.  
**Y5 Earth and space**  
 The earth rotates on its own axis once every 24 hours **Y5 Earth and space**  
**space**  
 The moon orbits the earth and looks different at different times of the month. **Y5 Earth and space**  
**Earth and space**  
 The seasons change as the earth's position changes relative to the sun.  
 It is due to the rotation of the earth that we experience day and night. **Y5 Earth and space**  
**space**

## KEY VOCABULARY

### Year 1

#### Working Scientific Plants

Answers	Bark
Beaker	Berry
Compare	Blossom
Describe	Branch
Different/differences	Bulb
Egg timers	Flower
Equipment	Fruit
Explore	Leaf/leaves
Gather	grown
Group	Names of locally found flowering plants
Measure	Names of locally found garden plants
Metre stick	found trees
Observe	found wild plants
Pipette	Names of vegetables grown

#### Animals Including Materials

Ankle	Absorbent
Arms	Bendy/floppy
Back	Breaks/tears
Beak	Brick
Body	Card/cardboard
Bright/dim	Clay
Calf	Dull
Chest	Elastic
Claw	Fabrics
Ears	Foil
Elbows	Glass
Eyebrows	Hard
Eyelashes	Material
Eyes	Metal

#### Seasonal Change

Season
Autumn
Cloud/cloudy
Cool/cold
Day/night
Fog/mist
Frost
Hail/hailing
Hot/warm
Ice/icy
Light/dark
Lightning
Rain/rainy

Questions	Petal	Face	Not see through	Rainbow
Record	Root	Feathers	Object	Sleet
Results	Seed	Feet	Paper	Snow/snowing
Ruler	Stalk	Fin	Plastic	Spring
Similar/similarities	Stem	Fingers	Rock	Storm
Sort	Trunk	Fur	Rough	Summer
Syringe	Vegetable	Hair	Rubber	Sun/sunny
Syringe		Hands	See through	Thunder
Tape measure		Head	Shiny	Weather
		Hear/hearing	Smooth	Wind/windy
		High/low	Soft	Winter
		Hips	Stiff	
		Knees	Stretchy	
		Legs	Water	
		Loud/quiet	Waterproof	
		Mouth	Wood	
		Nails	Wool	
		Names of common animals		
		Names of common animals (eat other animals)		
		Names of common animals (eat plants and animals)		
		Names of common animals (eat plants)		
		Neck		
		Nose		
		Pets		
		Repeating/continuous (sound)		
		Rough/smooth		
		Scales		
		See/seeing		
		Senses		
		Shoulders		
		Smell/smelling		
		Tail		
		Taste/tasting		
		Teeth		
		Thigh		
		Toes		

Tongue  
 Touch/touching  
 Trunk  
 Waist  
 Wild animals  
 Wing  
 Wrist

## Year 2

Scientifically	Their Habitat	Plants	Human	Materials
Block diagram	Basic needs	Bulbs	Adults	Absorbent
Describe	Damp/wet/dry	Damp/wet/dry	Air	Bend/bending
Different/differences	Dark/light	Dark/light	Babies	Brick
Explore	Dead	Die	Baby/toddler/child/teenager	Card/cardboard
Group	Depend	Dry/crispy	Basic needs	Changed
Hand lenses	E.g. a meadow	Earth	Bread, rice, potato, pasta	Clay
Link	E.g. a pond	Fully grown	Breathing	Elastic
Notice patterns	E.g. a woodland	Grow/growth	Change	Fabrics
Observe	E.g. on stony path	Healthy	Clean	Flexible
Observe changes over time	E.g. under bushes	Hot/warm/cool/cold	Drugs	Foil
Order	E.g. under log	Light	Exercise	Glass
Pictogram	Feed	Seedling	Food	Hard
Secondary sources	Food	Seeds	Food types	Material
Similar/similarities	Food chain	Shoot	Foods high in fat or sugar	Metal
Stop watch	Grow Have offspring/young/babies	Soil	Fruit and vegetable	Non reflective
Table	Hot/warm/cool/cold	Use comparatives e.g. hotter	Grow	Object
Tally chart	Living	Water	Healthy	Opaque
Test	Move	Wither/limp	Hygiene beans	Paper
Venn diagram	Name local habitats		Medicine	Pinch/pinching
	Name micro-habitats		Milk and dairy foods	Plastic
	Never been alive		Offspring	Poke/poking
	Shelter		Older/younger	Property
	Suited/suitable		Survival	Pull/pulling Push/pushing

Use comparatives  
e.g. hotter

Wash  
Water  
Young

Reflective  
Rigid  
Rock  
Roll/rolling  
Rough  
Rubber  
Shape  
Smooth  
Soft  
Squash/squashing  
Squeeze/squeezing  
**Stretch/stretching**  
**Stretchy**  
Strong/weak  
Suitable/unsuitable  
**Translucent**  
**Transparent**  
**Twist/twisting**  
**Use/useful**  
Water  
Waterproof  
Wood  
Wool

### Year 3

Scientifically	Plants	Human	Rocks	Light	Force
Accurate	Air	Balanced diet	Absorb water	Block	Attract
Answer	Bark	Bones	Boulder	Dark/darkness	Bar magnet
Answers	Berry	pasta	Chalk	Direct/ direction	Button magnet
Bar charts	Blossom	Carbohydrates	Chalky soil	Light source	Contact force
Careful	Branch	Dietary fibre	Clay soil	Mirror	Horseshoe magnet
Changes	Bulb	Fat	Crystals	Names of light sources e.g. torch	Iron
Classify	Damp/wet/dry	Food types	Fossils	Opaque	Magnet
Comparative tests	Dark/light	Foods high in fat or sugar	Grains	Reflect	Magnetic force
Conclusions	Fertiliser	Fruit and vegetable	Granite	Reflective	Magnetic material
Data loggers	Flower	Joints	Hard/soft	Shadow	Metal
Data/evidence/results	Fruit	beans	Let water through	Translucent	Non-contact force
Differences	Grow/growth	Milk and dairy foods	Marble	Transparent	Non-magnetic material

Equipment	Healthy	Movement	Peat	North pole
Evidence	Hot/warm/cool/cold	Muscles	Pebble	Poles
Fair tests	Leaf/leaves	Nutrients	Rock	Pull/pulling
Gather	Life cycle	Nutrition	Sandstone	Push/pushing
Group	Light	Protection	Sandy soil	Repel
Identify	Nutrients	Protein	Slate	Ring magnet
Keys	Part	Ribs	Soil	South pole
Link	Petal	Skeleton	Stone	Steel
Magnifying glass	Pollination	Skull	Texture	Strength
Measure	Role	Sockets		
Microscope	Root	Spine/vertebra		
Notice patterns	Seed	Support		
Observations	Seed dispersal	Tendons		
Observe changes over time	Seed formation	Vitamins and mineral		
Order	Soil	Water		
Prediction	Stalk			
Present	Stem			
Questions	Transported			
Questions	Trunk			
Record	Use comparatives e.g. hotter			
Results	Water			
Results				
Secondary sources				
Similarities				
Sort				
Support/not support				
Table				
Thermometers				

## Year 4

Scientifically	and Their Habitat	Humans	Materials	Sound	Electricity
Accurate	Amphibians	Anus	Air	Brass	Appliances/device
Conclusions	Birds	Molar	Freeze	Pitch	Battery
Gather	Classification keys	Prey	Molten	Tuned instrument	Bright/dim
Fair tests	Environment	Predator	Melting point	Tune	Bulb
Identify	Fish	Rectum	Powder	Volume	Buzzer
Comparative tests	Human impact	Large intestine	Evaporate/evaporatio n	Percussion	Cell

Careful	Invertebrates	Food chain	Cooled/cooling	Loud/quiet	Circuit diagram
Changes	Mammals	Herbivore	Crystals	Muffle	Circuit symbol
Bar charts	Name negative human impact	Digestive system	Condense/condensation	Insulation	Complete circuit
Classify	Name positive human impact	Incisor	Degrees celsius	Noise	Components
Link	Name some invertebrates	Small intestine	Solidify	Sound	Conductor
Data/evidence/results	Reptiles	Nutrients	Grain/granular	Travel	Connect/connection
Evidence	Vertebrates	Pre-molar	Melt	Instrument	Crocodile clip
Appearance		Consumer	Change state	Sound source	Electrical circuit
Keys		Saliva	Solid	Fainter	Fast(er)/slow(er)
Magnifying glass		Stomach	States of matter	Woodwind	Insulator
Decrease		Nutrition	Heated/heating	High/low	Loose connection
Answer		Canines	Boil	Solid/liquid/gas	Mains
Measure		Teeth	Temperature	Strength of vibrations	Metal/non metal
Increase		Rip, tear, chew, grind, cut	Precipitation		Motor
Answers		Carnivore	Boiling point		Plug
Data loggers		Mouth	Gas		Positive/negative
Differences		Oesophagus (gullet)	Ice/water/steam		Short circuit
Group		Producer	Oxygen	Vibrate/vibration	Switch
Equipment		Omnivore	Liquid	Strings	Wire
Microscope		Tongue	Transpiration		
Notice patterns			Water cycle		
Observations			Water vapour		
Observe changes over time					
Order					
Prediction					
Present					
Questions					
Record					
Results					
Results					
Secondary sources					
Similarities					
Sort					
Support/not support					
Table					
Thermometers					

Types of scientific enquiry

## Year 5

<b>Scientifically</b>	<b>Their Habitat</b>	<b>Materials</b>	<b>Magnets</b>	<b>Earth and Space</b>
Accuracy	Amphibian	Absorbent	Air resistance	'Dwarf' planet
Accurate	Asexual	Burning	Attract	Astronomical clocks
Answer	Bird	Change state	Earth	Celestial body
Answers	Eggs	Condensing	Fall	Earth
Bar charts	Fish	Dissolve	Force	Geocentric model
Careful	Germination	Electrical conductivity	Friction	Heliocentric model
Causal relationships	Insect	Evaporating	Gears	Jupiter
Changes	Life cycle	Filtering	Gravity	Mars
Classification keys	Live young	Flexible	Levers	Mercury
Classify	Mammal	Gas	Magnet	Moon
Comparative tests	Plantlets e.g. spider plant	Gas given off	Magnetic force	Neptune
Conclusions	Pollen	Hard	Mechanisms	Night and day
Controlled variable	Pollination	Insoluble	Moving surfaces	Orbit
Data loggers	Reproduction	Liquid	Pulleys	Planets
Data/evidence/results	Reptile	Melting	Transfers	Pluto
Decrease	strawberry plant	Mix/mixture	Water resistance	Revolve
Degree of trust	Seed dispersal	New material		Rotate/rotation
Dependent variable	Seed formation	Non reflective		Saturn
Differences	Sexual	Not usually reversible		Shadow clocks
Equipment	Stamen	Opaque		Solar system
Evidence	Stigma	Particle		Sphere/spherical
Fair tests		Reflective		Spin
Forces and magnets		Residue		Sun
Gather		Reversible changes		Sundials
Group		Rigid		Uranus
Identify		Rough		Venus
Increase		Rusting		
Independent variable		Sieving		
Keys		Smooth		
Line graphs		Soft		
Link		Solid		
Magnifying glass		Solubility		
Measure		Soluble		
Microscope		Solute		

Notice patterns  
 Observations  
 Observe changes  
 over time  
 Order  
 Precision  
 Prediction  
 Present  
 Questions  
 Questions  
 Record  
 Results  
 Scatter graphs  
 Secondary sources  
 Similarities  
 Sort  
 Support/refute  
 Table  
 Thermometers  
 Types of scientific  
 enquiry  
 Variables

Solution  
 Solvent  
 States of matter  
 Stretchy  
 Strong/weak  
 Thermal conductivity  
 Translucent  
 Transparent  
 Waterproof

## Year 6

Scientifically	Their Habitat	Humans	Evolution	Light	Electricity
Accuracy	Amphibians	Blood	Adapted/adaptation	Absorb	Appliances/device
Accurate	Arachnid	Blood vessels	Characteristics	Block	Battery
Answer	Birds	Carbon dioxide	Environment	Dark/darkness	Bright/dim
Answers	Classification keys	Circulatory system	Fossils	Direct/ direction	Bulb
Bar charts	Crustacean	Diet	Inherit/inheritance	Light source	Buzzer
Careful	Environment	Drugs	Offspring	Mirror	Cell
Causal relationships	Fish	Exercise	Suited	Names of light sources e.g. torch	Circuit diagram
Changes	Fungus	Heart	Suited/suitable	Opaque	Circuit symbol
Classification keys	Insect	Lifestyle	Vary/variation	Reflect	Complete circuit
Classify	Invertebrates	Lungs		Reflective	Components
Comparative tests	Mammals	Nutrients		Shadow	Conductor
Conclusions	Micro-organisms	Oxygen		Translucent	Connect/connection
Controlled variable	Mollusc	Pumps		Transparent	Crocodile clip
Data loggers	Mushrooms	Water			Electrical circuit

Data/evidence/results invertebrates  
Decrease Organism  
Degree of trust Reptiles  
Dependent variable Vertebrates  
Differences  
Equipment  
Evidence  
Fair tests  
Gather  
Group  
Identify  
Increase  
Independent variable  
Keys  
Line graphs  
Link  
Magnifying glass  
Measure  
Microscope  
Notice patterns  
Observations  
Observe changes  
over time  
Opinion/fact  
Order  
Precision  
Prediction  
Present  
Questions  
Questions  
Record  
Results  
Results  
Scatter graphs  
Similarities  
Sort  
Support/refute  
Table  
Thermometers  
Types of scientific  
enquiry

Fast(er)/slow(er)  
Loose connection  
Motor  
Positive/negative  
Short circuit  
Switch  
Terminal  
Volume  
Wire

Variables