

## Science - Curriculum End Points

Concepts	End of Y4 pupils will know and demonstrate	End of Y6 pupils will know and demonstrate
Working Scientifically	<ul style="list-style-type: none"> <li>● Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>● Set up simple practical enquiries, comparative and fair tests</li> <li>● Given a range of resources, the children decide for themselves how to gather evidence to answer the question</li> <li>● Identify the enquiry focus that they have chosen to answer their question.</li> <li>● Make predictions based upon prior knowledge.</li> <li>● Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>● Follow their plan to carry out the specific enquiry skill.</li> <li>● Gather, record, classify and present data in a variety of ways to help in answering questions, sometimes from their own decision</li> <li>● Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>● Interpret their data to generate simple comparative statements based on their evidence. Begin to find patterns and causal relationships</li> <li>● Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions</li> <li>● Answer their own and others' questions based on their recordings. Answers are consistent with the evidence</li> <li>● Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<ul style="list-style-type: none"> <li>● Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● Select a range of practical resources to gather evidence to answer their question</li> <li>● Use test results to make predictions to set up further comparative and fair tests</li> <li>● Decide what observations or measurements to make over time and for how long</li> <li>● Select measuring equipment to give the most precise results.</li> <li>● Make predictions using scientific knowledge and understanding</li> <li>● Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</li> <li>● Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</li> <li>● Decide how to record and present evidence for the enquiry type.</li> <li>● Present the same data in different ways.</li> <li>● Use test results to make predictions to set up further comparative and fair tests</li> <li>● Report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>● Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>● Evaluate the choice of method used, the control of variables, the precision and credibility of secondary sources used.</li> <li>● Identify any limitations that reduce the trust they have in their data.</li> <li>● Use the scientific knowledge gained from enquiry work to make predictions they can further investigate.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings</li> <li>Identify how they would do it differently if they repeated the enquiry</li> </ul>	
Biology: Animals including humans	<ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
Biology: Plants	<ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<ul style="list-style-type: none"> <li>Relate knowledge of plants to studies of evolution and inheritance (see evolution and inheritance)</li> <li>Relate knowledge of plants to studies of all living things (see living things and habitats)</li> </ul>
Biology: Living things and their habitats	<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>

	<ul style="list-style-type: none"> <li>● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>● recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<b>Biology: Evolution and Inheritance</b>	<ul style="list-style-type: none"> <li>● recognise that environments can change and that this can sometimes pose dangers to living things (see living things and their habitats)</li> </ul>	<ul style="list-style-type: none"> <li>● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>
<b>Chemistry: Rocks</b>	<ul style="list-style-type: none"> <li>● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>● describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>● recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>● Relate knowledge of Rocks to studies linked to properties of materials and states of matter (see properties of materials)</li> </ul>
<b>Chemistry: Earth and Space</b>	<ul style="list-style-type: none"> <li>● See objectives for light linked to patterns between the sun and shadows</li> </ul>	<ul style="list-style-type: none"> <li>● describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>● describe the movement of the Moon relative to the Earth</li> <li>● describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
<b>Chemistry: Forces</b>	<ul style="list-style-type: none"> <li>● compare how things move on different surfaces</li> <li>● notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>● observe how magnets attract or repel each other and attract some materials and not others</li> <li>● describe magnets as having two poles</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>● identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>● recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>

	<ul style="list-style-type: none"> <li>● predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>	
Chemistry: States of matter and properties of materials	<ul style="list-style-type: none"> <li>● compare and group materials together, according to whether they are solids, liquids or gases</li> <li>● 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</li> <li>● identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>● Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>● demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>● 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</li> </ul>
Physics: Light	<ul style="list-style-type: none"> <li>● Recognise that they need light in order to see things and that dark is the absence of light</li> <li>● notice that light is reflected from surfaces</li> <li>● recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>● find patterns in the way that the size of shadows change</li> <li>● Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul>	<ul style="list-style-type: none"> <li>● recognise that light appears to travel in straight lines</li> <li>● 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</li> <li>● 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</li> <li>● use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
Physics: Electricity	<ul style="list-style-type: none"> <li>● identify common appliances that run on electricity</li> <li>● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>● 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</li> <li>● recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<ul style="list-style-type: none"> <li>● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>● 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</li> <li>● use recognised symbols when representing a simple circuit in a diagram</li> </ul>

	<ul style="list-style-type: none"> <li>● recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
Physics: Sound	<ul style="list-style-type: none"> <li>● Identify how sounds are made, associating some of them with something vibrating</li> <li>● recognise that vibrations from sounds travel through a medium to the ear</li> <li>● find patterns between the pitch of a sound and features of the object that produced it</li> <li>● recognise that sounds get fainter as the distance from the sound source increases</li> <li>● find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>	<ul style="list-style-type: none"> <li>● Relate knowledge of sound to studies linked to the volume of buzzer (see electricity)</li> </ul>

