

## Learning Objectives and Key Skills Science



Autumn Term skills  
Spring Term learning and skills  
Summer Term learning and skills  
Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.

National Curriculum Objectives	Science	
<b>EYFS:</b>	<b>RECEPTION</b>	
<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To talk about the features of their own environment and how environments might vary from one another.</p> <p>They make observations of animal and plants and explain why some things occur and talk about changes.</p>	<p>To identify what difference means.</p> <p>To identify what similar means.</p> <p>To observe similarities and differences in relation to places.</p> <p>To identify a variety of objects.</p> <p>To observe similarities and differences in relation to objects.</p> <p>To identify the 5 senses.</p> <p>To observe similarities and differences in relation to materials using senses.</p> <p>To identify that a material is what something is made from.</p> <p>To name some common materials. E.g. wood, soil, glass</p> <p>To identify that something is alive. E.g. pet, human</p> <p>To observe similarities and differences in relation to living things.</p> <p>To talk about the features of their own environment.</p> <p>To talk about how environments might vary from one another.</p> <p>To say what an animal is.</p> <p>To name a variety of animals.</p> <p>To observe that animals change over time.</p> <p>To observe changes with animals and explain why some things occur.</p> <p>To identify what a plant is.</p> <p>To observe changes with plants and explain why some things occur.</p>	
<b>KEY STAGE 1:</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p><b>SCIENCE (Working Scientifically)</b></p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use their observations and ideas to suggest answers to questions.</p>	See individual topic	See individual topic

<p>To gather and record data to help in answering questions.</p>		
<p><b>SCIENCE: (Plants)</b>  Y1: To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To identify and describe the basic structure of a variety of common flowering plants, including trees.   Y2: To observe and describe how seeds and bulbs grow into mature plants.  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>To identify different types of plants. E.g. tree, flower, grass  To sort plants into different categories. E.g. flower, tree  To identify a variety of common, wild and garden plants.  To explore trees that lose their leaves and those that don't.  To identify deciduous trees and ever green trees.  To classify trees as deciduous and evergreen.  To investigate the basic structure of a variety of common plants and including roots, stem/trunk, leaves and flowers.  To investigate the basic structure of a tree.  To investigate the basic structure of a variety of common plants and including roots, stem/trunk, leaves and flowers.  To describe the basic structure of a variety of common plants and including roots, stem/trunk, leaves and flowers.  To observe using simple equipment. (plants, animals and materials)  To ask simple questions about their world and the world around them (what I can see, smell, taste, touch etc.)  To recognise that questions can be answered in different ways. E.g. verbal, drawn, photo, written.  To perform simple tests with support.  To gather and record simple data in order to answer a question with support.  To use simple labels for diagrams.</p>	<p>To identify that all plants start as seeds/ bulbs  To explain that plants grow from seeds (and bulbs).  To identify a bulb is a seed.   To observe and describe how seeds grow into mature plants.  To observe how bulbs grow into mature plants.   To observe what plants need to survive. I.e. Water, light and a suitable temperature to grow and stay healthy.  To investigate what plants need to grow and survive.   To identify that plants need Water, light and a suitable temperature to grow and stay healthy.   To explain what a plant needs to grow and survive.   To identify and classify a variety of plants, Using scientific vocabulary.  To consider and ask simple questions.  To explain that questions can be answered in different ways.  To describe observations using scientific language.  To ask questions with relevance to a topic.  To gather and record data to help in answering questions.  To perform simple tests.  To create charts and tables.  To label diagrams using scientific vocabulary.  To talk about what they have found out and how they found it out. (non-statutory).</p>
<p><b>SCIENCE: (Animals including humans)</b>  Y1: To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.  To identify and name a variety of common animals that are carnivores, herbivores and omnivores.  To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p>To identify a variety of animals  To identify features of a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  To describe features of a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  To compare features of a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.  To sort features of a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.   To identify that animals eat different things.  To identify the things that animals, including humans, eat.</p>	<p><u>Classify</u>  To observe that animals, including humans, have offspring that grow into adults.  To discuss how different animals including humans, change into adults.  To explain that human offspring grow into adults.   To identify the basic needs of humans for survival (water, food and air).  To describe the basic needs of animals for survival (water, food and air).</p>

<p>To identify, name and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Y2: To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>To identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>To compare a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>To sort a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>To describe the structure of a variety of common animals.</p> <p>To compare the structure of a variety of common animals.</p> <p>To identify and name the basic parts of the human body.</p> <p>To label the basic parts of the human body.</p> <p>To draw the basis parts of the human body.</p> <p>To identify which part of the body is associated with each sense.</p> <p>To observe using simple equipment. (plants, animals and materials)</p> <p>To engage with texts and use a variety of sources to research (internet, library, databases) with support</p> <p>To ask simple questions about their world, themselves (what I can see, smell, taste, touch etc.).</p> <p>To ask simple questions about the world around them (what I can see, smell, taste, touch etc.).</p> <p>To use scientific vocabulary to describe an scientific event or observation with support.</p> <p>To complete pre-prepared tables and graphs with support.</p> <p>To use simple labels for diagrams.</p>	<p>To explain the basic needs of humans for survival (water, food and air).</p> <p>To explore the basic food groups.</p> <p>To explore the importance for humans of eating the right amounts of different types of food.</p> <p>To explain the importance for humans of eating the right amounts of different types of food.</p> <p>To identify the importance for humans of exercise.</p> <p>To identify the importance to humans of hygiene.</p> <p>To identify and classify a variety of animals, Using scientific vocabulary.</p> <p>To consider and ask simple questions about humans or animals.</p> <p>To describe observations using scientific language.</p> <p>To ask questions with relevant to a topic.</p> <p>To use a variety of research to inform discussion. (internet, library, databases, books) with initial support then independently.</p> <p>To label diagrams using scientific vocabulary.</p> <p>To talk about what they have found out and how they found it out. (non-statutory).</p> <p>To notice relationships with help (non-statutory).</p> <p>To sort objects using observable features. (non-statutory).</p>
<p><b>SCIENCE: Living things and their habitats.</b></p> <p>Y2: To explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>To 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.</p> <p>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To describe how animals obtain their food from plants and other animals, using the</p>		<p>To identify things that are living and dead</p> <p>To identify things that have never been alive.</p> <p>To discuss things that are living and dead and never been alive.</p> <p>To compare things that are living, dead and those that have never been alive.</p> <p>To compare the differences between things that are living, dead and those that have never been alive.</p> <p>To identify what a habitat is.</p> <p>To identify habitats of different living things.</p> <p>To explore different types of habitat.</p> <p>To identify and name a variety of plants and animals in different habitats.</p> <p>To describe what different animals eat.</p> <p>To describe how living things are suited to their habitat.</p>

<p>idea of a simple food chain, and identify and name different sources of food.</p>		<p>To investigate how habitats provide for the basic needs of different plants and animals.          To describe how living things depend on each other.          To investigate different sources of food for different animals.          To sort animals by the foods they eat.          To identify a simple food chain.          To explore food chains for different animals.          To explain a simple food chain.          To explain that questions can be answered in different ways.          To observe using equipment. (E.G. Microscopes, magnifying glasses etc.)          To describe observations using scientific language.          To use a variety of research to inform discussion. (internet, library, databases)          To create charts and tables.          To label diagrams using scientific vocabulary.          To talk about what they have found out and how they found it out. (non-statutory).          To notice relationships with help (non-statutory).          To sort objects using observable features. (non-statutory).</p>
<p><b>SCIENCE: (Everyday Materials)</b>  <b>Y1:</b> To distinguish between an object and the materials from which it is made.          To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.          To describe the simple physical properties of a variety of everyday materials          To compare and group together a variety of everyday materials on the basis of their simple properties.  <b>Y2:</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.          To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>To identify a variety of familiar materials.          To identify what an object is made from.          To describe an object using your sense.          To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.          To distinguish between an object and the materials from which it is made.          To explain what properties of materials means.          To identify the simple physical properties of a variety of everyday materials. E.g. hard, bendy.          To investigate physical properties of materials by performing simple tests. E.G. floating and sinking.          To compare a variety of everyday materials on the basis of their simple properties.          To sort a variety of everyday materials on the basis of their simple properties          To describe the simple physical properties of a variety of everyday materials. E.g. hard, bendy.          To observe using simple equipment. (plants, animals and materials)</p>	<p>To identify a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.          To explain what properties of materials means.          To identify the uses of everyday materials.          To compare the properties of everyday materials.          To explore why materials are used for their purpose.          To suggest ways to change a material.          To explore out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.          To investigate if the properties of a material can be changed by squashing, bending, twisting, folding etc.          To suggest reasons to change the shape of a material.          To explore a greater range of properties of materials. E.g. bending, stretching, pressure, strength.          To compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>

	<p>To ask simple questions about their world and the world around them (what I can see, smell, taste, touch etc.)</p> <p>To recognise that questions can be answered in different ways. E.g. verbal, drawn, photo, written.</p> <p>To perform simple tests with support.</p> <p>To make a simple prediction based on an experiment.</p> <p>To use scientific vocabulary to describe an event or observation with support.</p> <p>To gather and record simple data in order to answer a question with support.</p> <p>To complete pre-prepared tables and graphs.</p>	<p>To explain why materials are used for their purpose.</p> <p>To suggest reasons for any changes in the material when the shape is changed.</p> <p>To identify and classify a variety of materials Using scientific vocabulary.</p> <p>To explain that questions can be answered in different ways.</p> <p>To observe using equipment. (E.G. Microscopes, magnifying glasses etc.)</p> <p>To describe observations using scientific language.</p> <p>To gather and record data to help in answering questions.</p> <p>To perform simple tests.</p> <p>To create charts and tables.</p> <p>To label diagrams using scientific vocabulary.</p> <p>To talk about what they have found out and how they found it out. (non-statutory).</p> <p>To record data in a tally chart, bar chart, flow diagram. (non-statutory).</p>
<p><b>SCIENCE: (Seasonal changes)</b></p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p>	<p>To Identify and name the four seasons.</p> <p>To identify the months associated with each season.</p> <p>To compare the months of the four seasons.</p> <p>To describe the weather associated with each season.</p> <p>To observe how the length of day changes with the seasons.</p> <p>To observe changes (light, temperature, plants, weather) across the four seasons.</p>	<p>(Continuous provision)</p> <p>To Identify and name the four seasons.</p> <p>To name and compare the months of the four seasons.</p> <p>To describe the weather associated with each season.</p> <p>To explain the changes in weather associated with each season.</p> <p>To describe why the length of day changes with the seasons.</p> <p>To explain why the length of day changes with the seasons.</p> <p>To record weather (including temperature) changes across the four seasons.</p> <p>To describe the changes in weather (including temperature) changes across the four seasons.</p> <p>To record changes in plants across the four seasons.</p> <p>To describe changes in plants across the four seasons.</p> <p>To record changes in animals (behaviour, habits, looks) across the four seasons.</p> <p>To gather and record data to help in answering questions.</p> <p>To perform simple tests.</p> <p>To create charts and tables.</p> <p>To label diagrams using scientific vocabulary.</p> <p>To talk about what they have found out and how they found it out. (non-statutory).</p>

KEY STAGE 2:	YEAR 3	YEAR 4
<p><b>Terms 1 and 2      Empiribox</b></p> <p><b>Electricity</b> <b>(Skill; Evaluation)</b></p> <p><b>Y3/ Y4</b></p> <p>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 a simple series circuit · Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>To describe static electricity as force and a type of electricity.</p> <p>To explain what causes static electricity.</p> <p>To explain about charges in static electricity.</p> <p>To identify common appliances that run on electricity.</p> <p>To know about the different ways that electricity is made.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers with support.</p> <p>To explain what a circuit is and why complete circuits are important.</p> <p>To draw the correct circuit diagram for a circuit using the correct symbols.</p> <p>To 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 with support.</p> <p>To explain how the brightness of a lamp or the volume of a buzzer in a circuit depends on the number and voltage of the cells used or the number of components in the circuit.</p> <p>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.</p> <p>To explain how a switch works in a circuit.</p> <p>To recognise some common conductors and insulators, and associate metals with being good conductors, with support.</p> <p>To use knowledge about electrical circuits to make a burglar alarm.</p> <p>To Report and present 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.</p> <p>To show that my data is valid and identify the independent variable, kept all the other variables the same, and recorded the dependent variable.</p> <p>To explain why some of my data may not fit the pattern, with help.</p> <p>To explain what should be done differently next time to stop data having odd ones out.</p>	<p>To describe static electricity force and a type of electricity.</p> <p>To explain what causes static electricity.</p> <p>To explain about charges in static electricity.</p> <p>To identify common appliances that run on electricity including battery and mains power.</p> <p>To know that a complete circuit is and why complete circuits are important.</p> <p>To explain how to increase the brightness of a lamp or the volume of a buzzer in a circuit.</p> <p>To construct a range of a simple series electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To draw the correct circuit diagram for a circuit using the correct symbols.</p> <p>To explain how a switch works in a circuit.</p> <p>To explain how the brightness of a lamp or the volume of a buzzer in a circuit depends on the number and voltage of the cells used or the number of components in the circuit.</p> <p>To 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 and identify errors.</p> <p>To use knowledge about electrical circuits to make a burglar alarm.</p> <p>To recognise some common conductors and insulators.</p> <p>To explain why metals are associated with being good conductors.</p> <p>To set up a simple practical enquiry.</p> <p>To record findings using drawings.</p> <p>To use results to make predictions.</p> <p>To state if my results matched predictions and comment on the validity of my data.</p> <p>To identify data that is valid because I have identified the independent variable, kept all the other variables the same, and recorded the dependent variable.</p> <p>To identify spot the odd ones out and explain why they don't fit the pattern, when looking at my table of results.</p> <p>To spot anomalies in the data.</p> <p>To suggest different questions I could ask using the variables in my investigation.</p>
<p><b>Term 3 and 4      Empiribox</b></p>	<p>To recognise that living things can be grouped in a variety of ways.</p>	<p>To recognise that living things can be grouped in a variety of ways.</p>

<p><b>Living things and their habitats</b>  <b>(Skill; Planning)</b>  Y3/ Y4  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</p>	<p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  To 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 with support.  To give reasons for classifying plants and animals based on specific characteristics with support,  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird with support.  To observe and compare the life cycles of animals in their local environment with other animals around the world (in the rainforest, in the oceans, in desert areas).  To describe the life process of reproduction in some animals with support.  To describe the changes as humans develop to old age with support.  To describe the life process of reproduction in some plants with support.  To try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs with support.  To recognise that environments can change and that this can sometimes pose dangers to living things with support.</p> <p>To set up simple practical enquiries, comparative and fair tests with support.  To ask relevant questions and using different types of scientific enquiries to answer them.</p>	<p>To 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 with some initial support.  To give reasons for classifying plants and animals based on specific characteristics with some initial support.  To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  To observing and comparing the life cycles of animals in their local environment with other animals around the world (in the rainforest, in the oceans, in desert areas) with some initial support.  To describe the life process of reproduction in some animals with some initial support.  To describe the changes as humans develop to old age with some initial support.  To describe the life process of reproduction in some plants.  To try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulb with some initial support.  To observe the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat with some initial support.  To identify how their habitat changes throughout the year.  To explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation with some initial support.</p> <p>To set up simple practical enquiries, comparative and fair tests  To ask relevant questions and use different types of scientific enquiries to answer them.</p>
<p><b>Terms 5 and 6 Empiribox- To be confirmed</b>  <b>(Skill; Data)</b></p>		
	<b>YEAR 5</b>	<b>YEAR 6</b>
<p><b>Terms 1 and 2 Empiribox</b>  <b>Electricity</b>  <b>(Skill; Evaluation)</b>  <b>Y6</b>  Associate the brightness of a lamp or the volume of a buzzer with the number and</p>	<p>To describe static electricity as a non-contact force and a type of electricity.  To explain what causes static electricity.  To explain about charges in static electricity.  To name some appliances at home or in school that need electricity to work.</p>	<p>To describe static electricity as a non-contact force and a type of electricity.  To explain what causes static electricity.  To explain about charges in static electricity.  To name some appliances at home or in school that need electricity to work.</p>

<p>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.</p>	<p>To know the different ways that electricity is made.          To construct a simple series electrical circuit and correctly name the parts.          To explain what a complete circuit is and why complete circuits are important.          To draw the correct circuit diagram for a circuit using the correct symbols.          To explain how to increase the brightness of a lamp or the volume of a buzzer in a circuit.          To explain how a switch works in a circuit.          To explain how the brightness of a lamp or the volume of a buzzer in a circuit depends on the number and voltage of the cells used or the number of components in the circuit.          To name some conductors and insulators and explain what they are.          To explain what a conductor and insulator is.          To use knowledge about electrical circuits to make a burglar alarm.          To describe the link between magnets and electricity.</p> <p>To explain if my results matched predictions and comment on the validity of my data.          To spot anomalies in data, when looking at my table of results.          To Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.          To Report and present 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 presentation.          To analyse test results, to make predictions to set up further comparative and fair tests.          To suggest different questions that could be asked using the variables in my investigation.          To consider another way of doing the investigation to find the same pattern of results.</p>	<p>To know the different ways that electricity is made and explain when they are best used.          To construct a series electrical circuit and correctly name the parts.          To know that a complete circuit is and why complete circuits are important.          To use recognised symbols when representing a simple circuit in a diagram.          To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.          To explain how to increase the brightness of a lamp or the volume of a buzzer in a circuit.          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.          To name conductors and insulators and explain what they are.          To explain what a conductor and insulator is and how they are useful to us.          To use knowledge about electrical circuits to make a burglar alarm.          To explain the link between magnets and electricity.</p> <p>To explain the degree of trust that can be had in results.          To plan a fair-test by recognising the control variables.          To use predictions to set up fair tests.          To report and present 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.          To Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.          To spot and explain anomalies in the data.          To suggest measures to prevent anomalies.          To take measures to prevent anomalies.          To design another way of doing the investigation to find the same pattern of results.          To write a full science report.</p>
<p><b>Terms 3 and 4 Empiribox</b>  <b>Living things and their habitats</b>  <b>(Skill; Planning)</b>  <b>Y5</b>          Describe the differences in the life cycles of a mammal, an amphibian, an insect and a</p>	<p>To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.          To describe the life process of reproduction in some plants and animals.          To describe how living things are classified into broad groups according to common observable characteristics and based on</p>	<p>To make a key to classify plants.          To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animal and note some exceptions.          To give reasons and examples for classifying plants and animals based on specific characteristics.</p>



<p>bird · Describe the life process of reproduction in some plants and animals. Y6 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 on specific characteristic</p>	<p>similarities and differences, including microorganisms, plants and animals. To give reasons for classifying plants and animals based on specific characteristics. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To observe and compare the life cycles of animals in their local environment with other animals around the world (in the rainforest, in the oceans, in desert areas). To describe the life process of reproduction in some animals. To describe the changes as humans develop to old age. To describe the life process of reproduction in some plants. To try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings. To use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. To identify how their habitat changes throughout the year. To explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p>To plan the correct enquiry to answer a question. To use scientific diagrams and labels. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and give examples. To observe and compare the life cycles of animals in their local environment with other animals around the world (in the rainforest, in the oceans, in desert areas). To describe the life process of reproduction in some animals. To describe the changes as humans develop to old age. To describe the life process of reproduction in some plants. To grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings. To observe and compare the life cycles of plants in their local environment with other plants around the world (in the rainforest, in the oceans, in desert areas) through research. To use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. To identify and explain how their habitat changes throughout the year. To explore and research examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>
<p><b>Terms 5 and 6 Empiribox – to be confirmed (Skill; Data)</b> Y5/ Y6</p>		