Science Curriculum Objectives Mapped to Topics.

Objective	Year 1
I can name a variety of common wild and garden plants.	Magical Adventures
I can name the petals, stem, leaf and root of a plant.	Magical Adventures
I can name the roots, trunk, branches and leaves of a tree.	Magical Adventures
I can name a variety of animals including fish, amphibians, reptiles birds and mammals.	Magical Adventures
I can classify and name animals by what they eat (carnivore, herbivore and omnivore).	Poles Apart
I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).	Poles Apart
I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Poles Apart
I can sort living and non-living things.	Fabulous Flying Machines
I can name the parts of the human body that I can see.	Magical Adventures
I can link the correct part of the human body to each sense.	Magical Adventures
I can distinguish between an object and the material it is made from.	Toys St Andrew's Time Machine
I can explain the materials that an object is made from.	Toys St Andrew's Time Machine
I can name wood, plastic, glass, metal, water and rock.	Toys St Andrew's Time Machine
I can describe the properties of everyday materials.	Toys St Andrew's Time Machine
I can group objects based on the materials they are made from.	Toys St Andrew's Time Machine
I can observe and comment on changes in the seasons.	Australian Adventurers
I can name the seasons and suggest the type of weather in each season	Australian Adventurers

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Objective	Year 2
I can identify things that are living, dead and never lived.	London's burning
I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).	Indian Spice
I can identify and name plants and animals in a range of habitats.	Indian Spice
I can match living things to their habitat.	Indian Spice
I can describe how animals find their food.	Indian Spice
I can name some different sources of food for animals.	Indian Spice
I can explain a simple food chain.	Indian Spice
I can describe how seeds and bulbs grow into plants.	Operation Pied Piper
I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).	Operation Pied Piper
I can explain the basic stages in a life cycle for animals, including humans.	Operation Pied Piper
I can describe what animals and humans need to survive.	Operation Pied Piper
I can describe why exercise, a balanced diet and good hygiene are important for humans.	Operation Pied Piper
I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.	London's Burning
I can suggest why a material might or might not be used for a specific job.	Pioneers London's Burning
I can explore how shapes can be changed by squashing, bending, twisting and stretching.	Europe

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Objective	Year 3
I can describe the function of different parts of flowing plants and trees.	Extreme Survival
I can explore and describe the needs of different plants for survival.	Extreme Survival
I can explore and describe how water is transported within plants.	Extreme Survival
I can describe the plant life cycle, especially the importance of flowers.	Extreme Survival
I can explain the importance of a nutritious, balanced diet.	Extreme Survival
I can explain how nutrients, water and oxygen are transported within animals and humans.	Extreme Survival
I can describe and explain the skeletal system of a human.	Extreme Survival
I can describe and explain the muscular system of a human.	Extreme Survival
I can describe the purpose of the skeleton in humans and animals.	Extreme Survival
I can compare and group rocks based on their appearance and physical properties, giving a reason.	Surviving in the stone age
I can describe how fossils are formed.	Surviving in the stone age
I can describe how soil is made.	Surviving in the stone age
I can describe and explain the difference between sedimentary and igneous rock.	Surviving in the stone age
I can describe what dark is (the absence of light).	Rolls Royce Designers
I can explain that light is needed in order to see	Rolls Royce Designers
I can explain that light is reflected from a surface.	Discovering China
I can explain and demonstrate how a shadow is formed.	Discovering China
I can explore shadow size and explain.	Discovering China
I can explain the danger of direct sunlight and describe how to keep protected.	Extreme Survival
I can explore and describe how objects move on different surfaces.	Discovering China
I can explain how some forces require contact and some do not, giving examples.	Discovering China
I can explore and explain how objects attract and repel in relation to objects and other magnets..	Discovering China
I can predict whether objects will be magnetic and carry out an enquiry to test this out	Discovering China
I can describe how magnets work.	Discovering China
I can predict whether magnets will attract or repel and give a reason.	Discovering China
I can describe magnets as having two poles.	Discovering China

Science Curriculum Objectives Mapped to Topics.

Year 4 Science	
Objective	Topic
I can group living things in different ways.	World's Kitchen
I can use classification keys to group, identify and name living things.	World's Kitchen Britain From The Air
I can create classification keys to group, identify and name living things (for others to use).	Britain From The Air
I can describe how changes to an environment could endanger living things.	Disasters
I can use food chains to identify producers, predators and prey.	World's Kitchen
I can construct food chains to identify producers, predators and prey.	World's Kitchen
I can identify and name the parts of the human digestive system.	World's Kitchen
I can describe the functions of the organs in the human digestive system.	World's Kitchen
I can identify and describe the different types of teeth in humans.	World's Kitchen
I can describe the functions of different human teeth.	World's Kitchen
I can group materials based on their state of matter (solid, liquid, gas).	Disasters
I can describe how some materials can change state.	Disasters
I can explore how materials change state.	Disasters
I can measure the temperature at which materials change state.	Disasters
I can describe the water cycle.	Disasters
I can explain the part played by evaporation and condensation in the water cycle.	Disasters
I can describe how sound is made.	Anglo Saxon Settlers
I can explain how sound travels from a source to our ears.	Anglo Saxon Settlers
I can explain the place of vibration in hearing.	Anglo Saxon Settlers
I can explore the correlation between pitch and the object producing a sound.	Anglo Saxon Settlers
I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.	Anglo Saxon Settlers
I can describe what happens to a sound as it travels away from its source.	Anglo Saxon Settlers
I can identify and name appliances that require electricity to function.	Roman Rulers
I can construct a series circuit.	Roman Rulers
I can identify and name the components in a series circuit	Roman Rulers
I can draw a circuit diagram.	Roman Rulers

I can predict and test whether a lamp will light within a circuit, including with the use of switches.	Roman Rulers
I can recognise some common conductors and insulators, and associate metals with being good conductors.	Roman Rulers

Year 5 Science	
Objective	Topic
I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. .	Changes Leading to a Modern Britain
I can describe the differences between different life cycles.	Changes Leading to a Modern Britain
I can describe the process of reproduction in plants.	Changes Leading to a Modern Britain
I can describe the process of reproduction in animals.	Changes Leading to a Modern Britain
I can create a timeline to indicate stages of growth in humans	Changes Leading to a Modern Britain
I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).	Out of this world
I can describe how a material dissolves to form a solution; explaining the process of dissolving.	Out of this world
I can describe and show how to recover a substance from a solution.	Out of this World
I can describe how some materials can be separated.	Evesham's rivers Out of this World
I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).	Out of this World
I know and can demonstrate that some changes are reversible and some are not.	Evesham's rivers
I can explain how some changes result in the formation of a new material and that this is usually irreversible.	Changes Leading to a Modern Britain

Science Curriculum Objectives Mapped to Topics.

I can discuss reversible and irreversible changes.	Changes Leading to a Modern Britain
I can give evidenced reasons why materials should be used for specific purposes.	Out of this world
I can describe and explain the movement of the Earth and other planets relative to the Sun.	Out of this world
I can describe and explain the movement of the Moon relative to the Earth.	Out of this world
I can explain and demonstrate how night and day are created.	Out of this world
I can describe the Sun, Earth and Moon (using the term spherical).	Out of this world
I can explain what gravity is and its impact on our lives.	Out of this world
I can identify and explain the effect of air resistance.	Out of this world
I can identify and explain the effect of water resistance.	Evesham's rivers
I can identify and explain the effect of friction.	Out of this world
I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.	Mexico and the Maya Evesham's rivers