



**National Curriculum 2014**

The National Curriculum helps to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics,
- Develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them and
- Equip children with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><b>Biology</b> – Plants, living things and animals and humans</p> <p><b>Chemistry</b> – Materials</p> <p><b>Physics</b> – Movement, forces, magnets, light, seeing, sound, hearing, electrical circuits, Earth’s movement in space, seasonal change.</p>	<p><b>Biology</b> – Plants, living things, evolution and inheritance and animals and humans</p> <p><b>Chemistry</b> – Materials</p> <p><b>Physics</b> – Movement, forces, magnets, light, seeing, sound, hearing, electrical circuits, Earth’s movement in space, seasonal change.</p>	<p><b>Biology</b> – Plants, living things, evolution and inheritance and animals and humans</p> <p><b>Chemistry</b> – Materials</p> <p><b>Physics</b> – Movement, forces, magnets, light, seeing, sound, hearing, electrical circuits, Earth’s movement in space, seasonal change.</p>

**Range 1:**

**Looks around** with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.

**Range 2:**

**Closely observes** what animals, people and vehicles do.

**Range 3:**

Is **curious and interested** to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.

**Range 4:**

Can **talk** about some of the things they have **observed** such as plants, animals, natural and found objects.

**Range 5:**

Developing an **understanding** of growth, decay and changes over time. Shows care and concern for living things and the environment.

**Range 6:**

**Looks closely** at **similarities and differences**, patterns and change in nature.

**Planning** different types of scientific enquiries,

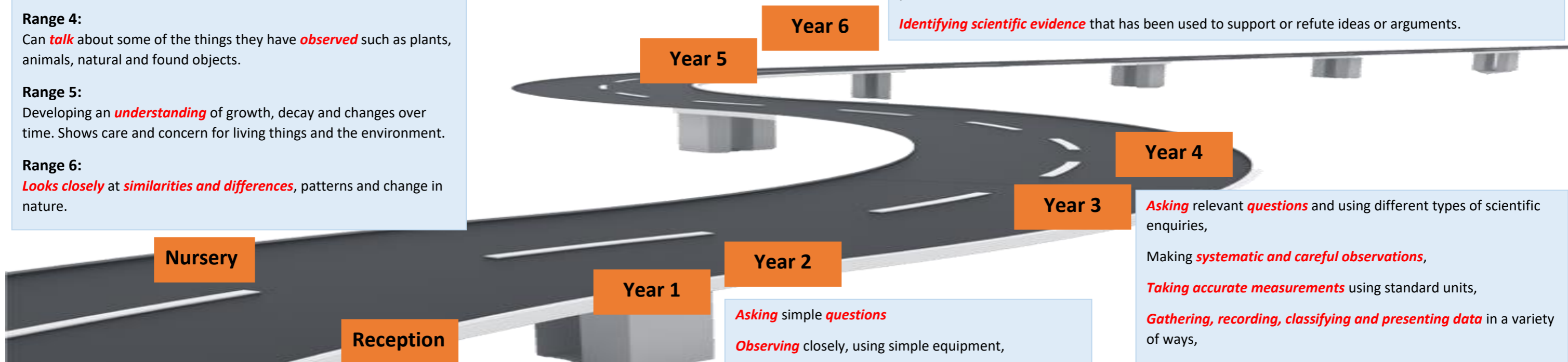
**Taking measurements**, using a range of scientific equipment, with increasing accuracy and precision,

**Recording data** and results of increasing complexity,

**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 a degree of trust in results, in oral and written forms such as displays and other presentations and

**Identifying scientific evidence** that has been used to support or refute ideas or arguments.



Comments and **asks questions** about aspects of their familiar world such as the place where they live or the natural world.

Developing an **understanding** of growth, decay and changes over time.

**Explore** the natural world around them, making **observations** and drawing pictures of animals and plants;

**Understand** some important processes and changes in the natural world around them, including **the seasons and changing states of matter**.

**Asking** simple **questions**

**Observing** closely, using simple equipment,

Performing simple tests,

**Identifying and classifying**,

Using their **observations and ideas to suggest answers** to questions and

**Gathering and recording data** to help in answering questions.

**Asking** relevant **questions** and using different types of scientific enquiries,

Making **systematic and careful observations**,

**Taking accurate measurements** using standard units,

**Gathering, recording, classifying and presenting data** in a variety of ways,

**Recording findings** using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables,

**Reporting on findings** from enquiries, including oral and written explanations, displays or presentations of results and conclusions,

Using results to **draw simple conclusions**,

**Identifying differences, similarities or changes** related to simple scientific ideas and processes and

**Using scientific evidence** to answer questions or to support their findings.