

Our Forest Schools & Science Learning Journey	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Seasonal changes Science & Forest School: I can observe changes across the 4 seasons. I can observe and describe the weather for each season. I can describe how the day length changes across the seasons.</p> <p>Vocabulary: Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length.</p>	<p>Seasonal changes Forest School: first session back (autumn): I can observe changes across the 4 seasons. I can observe and describe the weather for each season.</p> <p>Vocabulary: Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length.</p> <p>Everyday materials Science & Forest School: I can distinguish between an object and the material from which it is made. I can identify and name variety of everyday materials including: -Wood -Plastic -Glass -Metal -Water -Rock</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Everyday materials continued... Science & Forest School: I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Vocabulary: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through.</p> <p>Animals, including humans Science & Forest School: I can say which part of the human body is associated with each sense.</p> <p>Science: I can identify, name, draw and label the basic parts of the human body.</p> <p>Vocabulary: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue.</p>	<p>Seasonal changes Forest School: first session back (spring): I can observe changes across the 4 seasons. I can observe and describe the weather for each season.</p> <p>Vocabulary: Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length.</p> <p>Animals, including humans continued... Science & Forest School: I can identify and name a variety of common animals including: -Fish -Amphibians -Reptiles -Birds -Mammals</p> <p>I can identify and name some common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals: -Fish -Amphibians -Reptiles -Birds -Mammals including pets</p>	<p>Plants Science & Forest School: I can identify and name a variety of common: -Wild plants -Garden plants</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area.</p>	<p>Seasonal changes Seasonal changes Forest School: first session back (summer): I can observe changes across the 4 seasons. I can observe and describe the weather for each season.</p> <p>Vocabulary: Weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length.</p> <p>Plants continued... Science & Forest School: I can identify and name a variety of common: -Wild plants -Garden plants -Trees (deciduous and evergreen.)</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area.</p>

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<p><u>Working Scientifically</u> Science & Forest School:</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help answer questions.</p> <p>Vocabulary: Observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources.</p>						
<p>Year 2</p>	<p><u>Uses of everyday materials</u> Science & Forest School: I can identify and compare the suitability of a variety of everyday materials for particular uses, including: -Wood -Metal -Plastic -Glass -Brick -Rock -Paper -Cardboard</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Uses of everyday materials</u> <i>continued...</i> Science & Forest School: I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Vocabulary: Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.</p> <p><u>Animals, including humans</u></p>	<p><u>Animals, including humans</u> <i>continued...</i> Science & Forest School: I can identify those animals, including humans, have offspring which grow into adults.</p> <p>Forest School: I can describe the importance of exercise for humans.</p> <p>Science: I can describe the importance of hygiene for humans</p> <p>Vocabulary: Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken,</p>	<p><u>Living things and their habitats</u> Science & Forest School: I can identify that most living things live in habitats to which they are suited.</p> <p>I can 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>I can identify and name a variety of plants and animals in their habitats.</p> <p>Forest School: I can identify and name a variety of plants and animals in their microhabitats.</p> <p>Science:</p>	<p><u>Living things and their habitats</u> <i>continued...</i> Science & Forest School: I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>I can identify and name different sources of food for a variety of animals.</p> <p>Vocabulary: Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland, wetland etc.), names of microhabitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet,</p>	<p><u>Plants</u> Science & Forest School: I can observe and describe how seeds grow into mature plants.</p> <p>I can observe and describe how bulbs grow into mature plants.</p> <p>Science: I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Vocabulary: Light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling.</p>

<p>Vocabulary: Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.</p>	<p>Forest School: I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)</p> <p>Science: I can describe the importance of eating the right amounts of different types of food for humans.</p> <p>Vocabulary: Offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).</p>	<p>kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).</p>	<p>I can explore and compare the difference between things that are living, dead and have never been alive.</p> <p>Vocabulary: Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland, wetland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied (e.g. mares tails, moorhen etc.)</p>	<p>damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied (e.g. mares tails, moorhen etc.)</p>	
<p><u>Working Scientifically Working Scientifically</u> Science & Forest School:</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p> <p>I can identify and classify.</p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help answer questions.</p> <p>Vocabulary: Observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources.</p>					
<p>Rocks Science & Forest School: I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>Animals, including humans Science & Forest School: I can 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.</p>	<p>Forces Science & Forest School: I can observe that some forces need contact between 2 objects, but magnetic forces can act over a distance.</p>	<p>Forces Forest School: I can compare how things move on different surfaces.</p> <p>Vocabulary: Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet,</p>	<p>Light continued... Science & Forest School: I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>	<p>Plants Science & Forest School: I can identify and describe the functions of different parts of flowering plant including: -Roots, -Stem/trunk -Leaves</p>

<p>Year 3</p>	<p>I can recognise that soils are made from rocks and organic matter</p> <p>Forest School: I can compare and group together different kinds of rocks on the basis of their simple physical properties, including: -Hardness</p> <p>Science: I can compare and group together different kinds of rocks on the basis of their appearance.</p> <p>I can compare and group together different kinds of rocks on the basis of their simple physical properties, including: -Porosity -Density - Durability</p> <p>Vocabulary: Rock, stone, pebble, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay).</p>	<p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Vocabulary: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine.</p>	<p>I can identify some magnetic materials.</p> <p>Forest School: I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not.</p> <p>Science: I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Vocabulary: Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole.</p>	<p>strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole.</p> <p>Light Forest School: I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Science: I can recognise that we need light in order to see things and that dark is the absence of light.</p> <p>I can observe that light is reflected from surfaces.</p> <p>Vocabulary: Light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous.</p>	<p>I can find patterns in the way that the size of shadows change</p> <p>Vocabulary: Light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous.</p>	<p>-Flowers.</p> <p>I can 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.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including: -Pollination -Seed formation -Seed dispersal.</p> <p>Science: I can investigate the way in which water is transported within plants.</p> <p>Vocabulary: Photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport.</p>
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Working Scientifically
Science & Forest School:

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can set up simple practical enquiries.

I can set up comparative tests.

I can set up fair tests.

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including:

-Thermometers

-Data loggers.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

I can record findings using:

- Simple scientific language
- Drawings
- Labelled diagrams
- Keys
- Bar charts
- Tables.

I can report on findings from enquiries, including:

- Oral explanations
- Written explanations
- Displays
- Presentations.

I can use results to draw simple conclusions.

I can use results to make predictions for new values.

I can use results to suggest improvements.

I can use results to raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions.

I can use straightforward scientific evidence to support my findings.

Vocabulary:

Practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve.

Year 4

States of matter

Forest School:

I can compare and group materials together, according to whether they are solids, liquids or gases.

I can observe that some materials change state when they are heated or cooled.

States of matter *continued...*

Science & Forest School:

I can measure or research the temperature some materials change state in degrees Celsius (°C).

I can identify the part played by evaporation and condensation in the water cycle.

Sound

Forest School:

I can recognise that vibrations from sounds travel through a medium to the ear.

I can recognise that sounds get fainter as the distance from the sound source increases.

Sound *continued....*

Science:

I can find patterns between the pitch of a sound and features of the object that produced it.

Vocabulary:

Sound, source, vibrate, vibrations, travel, pitch (high, low), volume, quiet, loud.

Living things and their habitats

Science & Forest School:

I can recognise that living things can be grouped in a variety of ways.

Science:

I can explore and use classification keys to help group, identify and name a variety of living things in the wider environment.

Living things and their habitats

Forest School:

I can explore and use classification keys to help group, identify and name a variety of living things in my local environment.

Vocabulary:

Classification, classification keys, environment, habitat,

I can measure or research the temperature some materials change state in degrees Celsius (°C).

Vocabulary:
Solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle.

Electricity

Science:

I can identify common appliances that run on electricity.

I can construct a simple series electrical circuit.

I can identify and naming its basic parts, including:

- Cells
- Wires
- Bulbs
- Switches
- Buzzers.

-I can 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/cell.

I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

I can recognise some common conductors and insulators, and associate metals with being good conductors.

Vocabulary:
Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect, crocodile clip, bulb,

Forest School:

I can observe that some materials change state when they are heated or cooled.

Science:

I can associate the rate of evaporation with temperature.

Vocabulary:

Solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle.

Science:

I can identify how sounds are made, associating some of them with something vibrating.

I can find patterns between the volume of a sound and the strength of the vibrations that produced it.

Vocabulary:

Sound, source, vibrate, vibrations, travel, pitch (high, low), volume, quiet, loud.

Living things and their habitats

Forest School:

I can recognise that living things can be grouped in a variety of ways.

I can explore and use classification keys to help group, identify and name a variety of living things in my local environment.

Vocabulary:

Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate.

Forest School:

I can recognise that environments can change and that this can sometimes pose dangers to living things.

Vocabulary:

Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate.

human impact, positive, negative, migrate, hibernate.

Animals, including humans

Forest School:

I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Science:

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the different types of teeth in humans and their simple functions.

Vocabulary:

Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey.

switch, buzzer, motor,
conductor, insulator, metal,
non-metal, plastic, symbol.

Working Scientifically
Science & Forest School:

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can set up simple practical enquiries.

I can set up comparative tests.

I can set up fair tests.

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including:

- Thermometers
- Data loggers.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

I can record findings using:

- Simple scientific language
- Drawings,
- Labelled diagrams
- Keys
- Bar charts
- Tables.

I can report on findings from enquiries, including:

- Oral explanations,
- Written explanations
- Displays
- Presentations.

I can use results to draw simple conclusions.

I can use results to make predictions for new values.

I can use results to suggest improvements.

I can use results to raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can straightforward use scientific evidence to answer questions.

I can straightforward use scientific evidence to support my findings.

Vocabulary:

Practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve.

Year 5

Properties and changes of materials

Science & Forest School:

I can describe how to recover a substance from a solution.

I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including:

- Filtering
- Sieving
- Evaporating.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can compare and group together everyday materials on the basis of their properties, including:

- Response to magnets.

Science:

I can demonstrate that some materials will dissolve in liquid to form a solution.

I can compare and group together everyday materials on the basis of their properties, including:

- Solubility

I can compare and group together everyday materials on

Properties and changes of materials *continued...*

Science & Forest School:

I can compare and group together everyday materials on the basis of their properties, including:

- Conductivity (thermal)

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including:

- Metals
- Wood
- Plastic.

Forest School:

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

Vocabulary:

Thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material.

Earth and space

Science & Forest School:

I can describe the movement of the Earth and other planets relative to the sun in the solar system.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Science: I can describe the Sun, Earth and moon as approximately spherical bodies.

I can describe the movement of the moon relative to the Earth.

Vocabulary:

Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit.

Forces

Science & Forest School:

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Forest School:

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Forces *continued...*

Forest School:

I can recognise that some mechanisms allow a smaller force to have a greater effect, including:

- Levers
- Gears
- Pulleys.

Science:

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Vocabulary:

Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears.

Living things and their habitats

Science & Forest School

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the life process of reproduction in some plants.

Science

I can describe the life process of reproduction in some animals.

Vocabulary:

Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlet, runners, cuttings.

Animals, including humans

Science:

I can describe the changes as humans develop to old age.

Vocabulary:

Puberty, baby, child, adolescent, adult, elderly.

the basis of their properties,
including:
-Transparency
-Conductivity (electrical)

Forest School:

I can 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

-The action of acid on bicarbonate of soda

I can compare and group together everyday materials on the basis of their properties, including:

-Hardness

Vocabulary:

Thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material.

Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.

I can take repeated measurement readings, when appropriate.

I record data and results of increasing complexity using:

-Scientific diagrams and labels

-Classification keys

-Tables

-Scatter graphs

-Bar graphs

-Line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries (orally and written) including:

	<p>-Conclusions -Causal relationships -Explanations of and a degree of trust in results -Displays -Presentations.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Vocabulary: Variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter.</p>					
Year 6	<p>Electricity Science: I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>I can compare and give reasons for variations in how components function, including: -The brightness of bulbs -The loudness of buzzers -The on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p> <p>Vocabulary: Circuit diagram, circuit symbol, voltage</p> <p>Living things and their habitats Forest School: I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including: -Micro-organisms -Plants</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>Vocabulary: Vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-</p>	<p>Electricity continued... Science: I can compare and give reasons for variations in how components function, including: -The brightness of bulbs -The loudness of buzzers -The on/off position of switches</p> <p>Living things and their habitats continued... Forest School: I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including: -Micro-organisms -Plants</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>Vocabulary: Vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers.</p> <p>Animals, including humans Science: I can identify and name the main parts of the human circulatory system.</p>	<p>Animals, including humans (links to work in literacy) Science & Forest School: I can recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.</p> <p>Vocabulary: Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle.</p> <p>Evolution and inheritance Science & Forest School: I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Science I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Vocabulary: Offspring, sexual reproduction, vary, characteristics, adapted,</p>	<p>Light Science & Forest School: I can 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.</p> <p>Science: I can recognise that light appears to travel in straight lines.</p> <p>I can 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.</p> <p>Vocabulary: Straight lines, light rays.</p>	<p>Light continued... Science & Forest school I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Vocabulary: Straight lines, light rays.</p>	<p>Living things and their habitats Science & Forest school I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including: -Micro-organisms -Plants -Animals</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>Vocabulary: Vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers.</p>

flowering, mosses, ferns, conifers.

I can describe the functions of the heart, blood vessels and blood.

I can describe the ways in which nutrients and water are transported within animals, including humans.

Vocabulary:

Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle.

inherited, species, evolve, evolution.

Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision.

I can take repeated measurement readings, when appropriate.

I record data and results of increasing complexity using:

- Scientific diagrams and labels
- Classification keys
- Tables
- Scatter graphs
- Bar graphs
- Line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries (orally and written) including:

- Conclusions
- Causal relationships
- Explanations of and a degree of trust in results
- Displays
- Presentations.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

Vocabulary:

Variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter.

