Alderwood Engage Springboard Science Programme of Study 2025/26

	Animals including humans	Forces and magnets	States of Matter
Prior learning (KS1)	Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right		Pupils should be taught to: Everyday materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties

Alderwood Engage Springboard Science Programme of Study 2025/26

	amounts of different types of food, and hygiene		
Taught content: Knowledge/Skills	**Animals including Humans**	**Forces and Magnets**	**States of Matter**
Year 3	I can identify that humans have skeletons and muscles for support, protection and movement. I can identify that animals, including humans, need the right types and amount of nutrition. 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. I can identify the different stages in the human lifecycle. I can name the name parts of a food chain.	I can notice that some forces need contact between 2 objects I can compare how things move on different surfaces. I can set up simple practical enquiries, comparative and fair tests I can observe how magnets attract some materials and not others I can investigate the strength of magnets. I can explore magnetic poles. I can identify mechanisms including levers and pulleys in everyday life I can understand what water resistance is	I can compare and group materials together, according to whether they are solids, liquids or gases I can compare and group together everyday materials on the basis of their properties I can observe that some materials change state when they are heated or cooled and measure the temperature this happens I can carry out an experiment to test what materials dissolve I can measure and use scientific equipment I can identify irreversible chemical changes I can investigate how temperature effects the rate of evaporation I can describe the stages of the water cycle

Alderwood Engage Springboard Science Programme of Study 2025/26

Taught content: Knowledge/Skills	Animals including Humans	Forces and magnets	States of matter
Year 4	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can identify that animals, including humans, need the right types and amount of nutrition. 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. I can identify the different stages in the human lifecycle. I can name the main parts of a food chain.	I can notice that some forces need contact between 2 objects I can compare how things move on different surfaces. I can set up simple practical enquiries, comparative and fair tests I can observe how magnets attract some materials and not others I can investigate the strength of magnets. I can explore magnetic poles. I can identify mechanisms including levers and pulleys in everyday life I can understand what water resistance is	I can compare and group materials together, according to whether they are solids, liquids or gases I can compare and group together everyday materials on the basis of their properties I can observe that some materials change state when they are heated or cooled and measure the temperature this happens I can carry out an experiment to test what materials dissolve I can measure and use scientific equipment I can identify irreversible chemical changes I can investigate how temperature effects the rate of evaporation I can describe the stages of the water cycle .
	Working Scientifically		

Alderwood Engage Springboard Science Programme of Study 2025/26

	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • 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, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		
	Animals including Humans	**Forces and Magnets**	**States of Matter**
Year 5	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can explain this using scientific vocabulary. I can identify that animals, including humans, need the right types. I can suggest ways humans can get these nutrients. I can describe the simple functions of the basic parts of the digestive system in	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can compare how things move on different surfaces. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where data and results of increasing complexity using scientific diagrams and labels, classification keys, necessary	I can compare and group materials together, according to whether they are solids, liquids or gases I can 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 I can observe that some materials change state when they are heated or cooled and measure the temperature this happens

Alderwood Engage Springboard Science Programme of Study 2025/26

	humans and compare this to other animals I can identify the different types of teeth in humans and their simple functions I can identify and describe the different stages in the human lifecycle I can name the main parts of a food chain and create a food web	I can observe how magnets attract some materials and not others I can investigate the strength of magnets and explain these using scientific vocabulary. I can explore magnetic poles and explain how this is helpful in everyday life. I can recognise that some mechanisms including levers and pulleys allow a smaller force to have a greater effect I can identify the effects of water resistance	I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables. I can carry out an experiment to test what materials dissolve to form a solution I can measure and use scientific equipment I can identify and explain irreversible chemical changes I can investigate how temperature effects the rate of evaporation I can explain the part played by evaporation/condensation in the water cycle
	Animals including Humans	**Forces and Magnets**	**States of Matter**
Year 6	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can explain this using scientific vocabulary. I can identify that animals, including humans, need the right types. I can suggest ways humans can get these nutrients.	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can compare how things move on different surfaces. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where data and results of increasing complexity using scientific	I can compare and group materials together, according to whether they are solids, liquids or gases I can 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

Alderwood Engage Springboard Science Programme of Study 2025/26

	I can describe the simple functions of the basic parts of the digestive system in humans and compare this to other animals. I can identify the different types of teeth in humans and their simple functions. I can identify and describe the different stages in the human lifecycle. I can name the main parts of a food chain and create a food web.	diagrams and labels, classification keys, necessary I can observe how magnets attract some materials and not others I can investigate the strength of magnets and explain these using scientific vocabulary. I can explore magnetic poles and explain how this is helpful in everyday life. I can recognise that some mechanisms including levers and pulleys allow a smaller force to have a greater effect I can identify the effects of water resistance	I can observe that some materials change state when they are heated or cooled and measure the temperature this happens I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables. I can carry out an experiment to test what materials dissolve to form a solution I can measure and use scientific equipment I can identify and explain irreversible chemical changes I can investigate how temperature effects the rate of evaporation I can explain the part played by evaporation/condensation in the water cycle
	Working Scientifically • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests		

Alderwood Engage Springboard Science Programme of Study 2025/26

	• 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 • identifying scientific evidence that has been used to support or refute ideas or arguments