Alderwood KS2 Traded - Science Programme of study 2025/26

	Living things and their Habitats	Animals including humans	Light and Sound	Forces and magnets	States of Matter	Plants
Prior learning (KS1)	Pupils should be taught to: explore and compare the differences between things that are living, dead, and things that have never been alive 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	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)			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	Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Alderwood KS2 Traded - Science Programme of study 2025/26

	identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	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 amounts of different types			compare and group together a variety of everyday materials on the basis of their simple physical properties	

Alderwood KS2 Traded - Science Programme of study 2025/26

		of food, and hygiene				
Taught content: Knowledge/Skills	**Living things and their habitats**	**Animals including Humans**	**Light and Sound**	**Forces and magnets**	**States of matter**	**Plants**
Year 3	I can explore different habitats and the animals that live there. I can group organisms together by how they look or behave. I can recognise that environments can change and that this can sometimes pose risk. I can name the 4 main stages in a lifecycle. I can describe the differences in the	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 recognise that we need light in order to see things and that dark is the absence of light. I can notice different sound pitches. I can explain how shows are formed. I can identify reflective materials. I can identify what makes sound and how we hear sound. I can recognise that sounds get fainter as the distance from	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 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 investigate the way in which water is transported within plants. I can name the four main parts of a plant and explain what each part does. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Alderwood KS2 Traded - Science Programme of study 2025/26

	life cycles of a mammal and bird.	I can identify the different stages in the human lifecycle. I can name the name parts of a food chain.	the sound source increases.	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 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	
Taught content: Knowledge/Skills	**Living things and their habitats**	**Animals including Humans**	**Light and Sound**	**Forces and magnets**	**States of matter**	**Plants**
Year 4	I can explore different habitats and how animals are adapted to live there. I can group organisms together by how they look or	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can recognise that we need light in order to see things and that dark is the absence of light. I can explain how shows are formed.	I can notice that some forces need contact between 2 objects I can compare how things move on different surfaces.	I can compare and group materials together, according to whether they are solids, liquids or gases I can compare and group together everyday materials	I can investigate the way in which water is transported within plants. I can name the four main parts of a plant and explain

Alderwood KS2 Traded - Science Programme of study 2025/26

	behave and create a key. I can recognise that environments can change and that this can sometimes pose risk. I can name the 4 main stages in a lifecycle and explain the lifecycle of a mammal. I can describe the differences in the life cycles of a mammal and bird.	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 differen t stages in the human lifecycle. I can name the main parts of a food chain.	I can identify reflective materials. I can identify what makes sound and how we hear sound. I can find patterns between the pitch of a sound and features of the object that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.	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	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	what each part does. I can explore the part that flowers play in the life cycle of flowering plants, including pollination , seed formation and seed dispersal

Alderwood KS2 Traded - Science Programme of study 2025/26

					.	
	Working Scientifically • 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.					
Subsequent Learning – UKS2	**Living things and their habitats**	**Animals including Humans**	**Light and Sound**	**Forces and magnets**	**States of matter**	**Plants**
Year 5	I can explore different habitats and how animals are adapted to live there. I can group organisms together	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can explain this	I can recognise that we need light in order to see things and that dark is the absence of light. I can explore what materials allow light	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth	. I can compare and group materials together, according to whether they are solids, liquids or gases I can compare and group together	I can investigate the way in which water is transported within plants and explain this. I can name the four main parts of a

Alderwood KS2 Traded - Science Programme of study 2025/26

	by how they look or behave and create a key. I can recognise that environments can change and that this can sometimes pose risk. I can name the 4 main stages in a lifecycle and explain the lifecycle of a mammal. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	using scientific vocabulary. I can identify that animals, including h umans, 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 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	to pass through them. I can explain how shows are formed and experiment with how to change them. I can identify reflective materials and explain why they are reflective. I can recognise that sounds get fainter as the distance from the sound source increases. I can identify what makes sound and how we hear sound. I can find patterns between the pitch of a sound and features of the	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 observe how magnets attract some materials and not others I can investigate the strength of magnets and explain these	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 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	plant and explain what each part does in detail. I can explore the part that flowers play in the life cycle of flowering plants, including pollination , seed formation and seed dispersal

Alderwood KS2 Traded - Science Programme of study 2025/26

		in the human lifecycle I can name the main parts of a food chain and create a food web	object that produced it.	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 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	
	Living things and their habitats	**Animals including Humans**	**Light and Sound**	**Forces and magnets**	**States of matter**	**Plants**
Year 6	I can explore different habitats and how animals are adapted to live there.	I can identify that humans and some other animals have skeletons and muscles for support, protection	I can recognise that we need light in order to see things and that dark is the absence of light. I can explore what	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting	I can compare and group materials together, according to whether they are solids, liquids or gases	I can investigate the way in which water is transported within plants and explain this. I can name the four main parts of a

Alderwood KS2 Traded - Science Programme of study 2025/26

	I can group organisms together by how they look or behave and create a key. I can recognise that environments can change and that this can sometimes pose risk. I can name the 4 main stages in a lifecycle and explain the lifecycle of a mammal. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	and movement. I can explain this using scientific vocabulary. I can identify that animals, includi ng 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 humans and compare this to other animals. I can identify the different types of teeth in humans and their simple functions.	materials allow light to pass through them. I can explain how shows are formed and experiment with how to change them. I can identify reflective materials and explain why they are reflective. I can identify what makes sound and how we hear sound. I can find patterns between the pitch of a sound and features of the object that produced it. I can recognise that sounds get fainter as the distance from	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 observe how magnets attract some materials and not others I can investigate the strength of magnets and explain these	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 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	plant and explain what each part does in detail. I can explore the part that flowers play in the life cycle of flowering plants, including pollination , seed formation and seed dispersal.

Alderwood KS2 Traded - Science Programme of study 2025/26

		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.	the sound source increases.	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	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 KS2 Traded - 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