

KS2 Progression of Skills - Science – Skills, Knowledge and Understanding Based on the National Curriculum

Green writing shows end of KS Teacher Assessment Frameworks

Blue writing shows where the knowledge and skills have been taught in KS1 in order to build upon their understanding

	Year 3	Year 4	Year 5	Year 6
Animals including humans	<p style="color: blue;">Continuation from KS1 skills</p> <ul style="list-style-type: none"> -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 -Identify that humans and some other animals have skeletons and muscles for support, protection and movement name and describe the functions of the main parts of the musculoskeletal systems 	<ul style="list-style-type: none"> -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains, identifying producers, predators and prey name and describe the functions of the main parts of the digestive system construct and interpret food chains 	<ul style="list-style-type: none"> -Describe the changes as humans develop to old age Name and describe and compare different reproductive processes and life cycles in animals 	<ul style="list-style-type: none"> -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans name and describe the functions of the main parts of the circulatory systems describe the effects of diet, exercise, drugs and lifestyle on how the body functions
Living things and their habitats		<p style="color: blue;">Continuation from KS1 skills</p> <ul style="list-style-type: none"> -Recognise that living things can be grouped in a variety of ways -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -Recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animal Name and describe and compare different reproductive processes and life cycles in animals 	<ul style="list-style-type: none"> -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics use the observable features of plants, animals and micro-organisms to group,

		explain how environmental changes may have an impact on living things	name, locate and describe the functions of the main parts of plants, including those involved in reproduction	classify and identify them into broad groups, using keys or other methods
Electricity		<ul style="list-style-type: none"> -Identify common appliances that run on electricity -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -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 -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -Recognise some common conductors and insulators, and associate metals with being good conductors 		<ul style="list-style-type: none"> -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -Use recognised symbols when representing a simple circuit in a diagram use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams
Forces and magnets	<p>Continuation from KS1 skills – everyday materials</p> <ul style="list-style-type: none"> -Compare how things move on different surfaces -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others 		<ul style="list-style-type: none"> -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	

	<ul style="list-style-type: none"> -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -Describe magnets as having two poles. -Predict whether two magnets will attract or repel each other, depending on which poles are facing <p style="color: green;">Describe the effect of simple forces that act at a distance (magnetic forces, including those between like and unlike magnetic poles)</p>		<p style="color: green;">describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity</p> <p style="color: green;">identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force</p>	
Light	<ul style="list-style-type: none"> -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect eyes -Recognise that shadows are formed when the light from a light source is blocked by an opaque object -Find patterns in the way that the size of shadows change <p style="color: green;">To understand the formation and size of shadows</p>			<ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines -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 -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 -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p style="color: green;">use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects To understand the shape of shadows</p>

Sound		<ul style="list-style-type: none"> -Identify how sounds are made, associating some of them with something vibrating -Recognise that vibrations from sounds travel through a medium to the ear -Find patterns between the pitch of a sound and features of the object that produced it -Find patterns between the volume of a sound and the strength of the vibrations that produced it -Recognise that sounds get fainter as the distance from the sound source increases use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source 		
Plants	<p>Continuation from KS1 skills</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> -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 -Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, 		<ul style="list-style-type: none"> -Describe the life process of reproduction in some plants and animal name, locate and describe the functions of the main parts of plants, including those involved in reproduction 	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> -Give reasons for classifying plants and animals based on specific characteristics use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods

	<p>including pollination, seed formation and seed dispersal</p> <p>name, locate and describe the functions of the main parts of plants, including those involved in transporting water and nutrients</p> <p>describe the requirements of plants for life and growth.</p>			
Rocks	<p>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>-Recognise that soils are made from rocks and organic matter</p> <p>Describe how fossils are formed</p> <p>Group and identify rocks</p>			
States of matter		<p>-Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to</p>		

		explain everyday phenomena, including the water cycle		
Earth and Space			<p>-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>-Describe the movement of the Moon relative to the Earth</p> <p>-Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night</p>	
Materials			<p>Continuation from KS1 skills, materials and KS2 skills, states of matter, forces and electricity</p> <p>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</p> <p>-Recognise that some materials will dissolve in liquid to form a solution,</p>	

			<p>and describe how to recover a substance from a solution</p> <ul style="list-style-type: none">-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic-Demonstrate that dissolving, mixing and changes of state are reversible changes-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 and the action of acid on bicarbonate of soda <p>group and identify materials in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties</p> <p>identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components</p>	
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			identify, with reasons, whether changes in materials are reversible or not	
Evolution and inheritance				<p>-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>-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved and provide evidence for evolution</p>