

Science

Government Guidelines

Science is a statutory part of the National Curriculum and the purpose of study that all schools have to adhere to are:

“A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.”

Breadth and depth can be achieved in Science, if the following are taken into account:

- *develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics*
- *develop 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*
- *are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future*

Taken from the 2014 National Curriculum

Intent

It is our intention in Science to develop in all young people a lifelong **curiosity** and interest in the sciences. When planning for the science curriculum, we intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them creating **global citizens** that are part of a diverse **community**. As children progress through the year groups, they build on their skills in the areas of working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. This independence leads children to be able to articulate their findings through written and verbal **communication**. At RAPS our Science curriculum ensures that children have a varied, progressive and well-mapped-out science scheme of work that provides the opportunity for progression throughout KS1 and KS2.

Implementation

The acquisition of key scientific knowledge is an integral part of our science lessons. Learning how to use key vocabulary that is appropriately challenging for the children, is important for the children to be able to **communicate** within science. Linked Science understanding enables children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit. The progression of skills for working scientifically are developed through the year groups and scientific enquiry skills are of key importance within lessons. The progression of these skills is set out in the RAPS Science Progression Map and each lesson has a clear focus. Scientific knowledge and enquiry skills are developed with increasing depth and challenge as children move through the year groups. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit, which is vital for developing **curiosity**. Interwoven into the teaching sequence are key assessment questions, which allow teachers to assess children's levels of understanding of each objective. They also enable opportunities to recap concepts where necessary. The sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding through objective by objective assessment. Activities are effectively differentiated so that all children have an appropriate level of support and challenge. Lesson plans are written by Science subject leader and discussed and agreed with class teachers meaning that teachers are equipped with secure scientific subject knowledge, enabling them to deliver high-quality teaching and learning opportunities while making them aware of possible scientific misconceptions.

Impact

In Science at RAPS, progress is measured through a child's ability to know more, remember more and explain more. This can be measured in different ways, through key questioning in lessons, objective assessment questions, and through the work children produce in lessons which shows levels of understanding. Attainment and progress can be measured across the school using our assessment tool (OTrack). The impact of using the full range of resources included in the science unit will also be seen across the school with an increase in the profile of science. The learning environment across the school will be more consistent with science technical vocabulary displayed, spoken and used by all learners. Vocabulary supports children to **communicate** their knowledge effectively to their peers within the school **community**. Whole-school and parental engagement will be improved through the use of science-specific home learning tasks and shared use of knowledge organisers. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively **curious** to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world. This links to our drivers of **global citizen** and **community** as it shows children how science fits into their world that they are connected to at a local level and globally.

Richard Avenue Primary School

Long Term Plan – Science

	<i>AUTUMN</i>		<i>SPRING</i>		<i>SUMMER</i>	
<i>Nur</i>	Knowledge & Understanding of the World Topic- All about me Topic- Toys		Knowledge & Understanding of the World Topic- Transport/Healthy Living Topic- Growing/Food		Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us	
<i>Rec</i>	Knowledge & Understanding of the World Topic- All about me Topic Toy		Knowledge & Understanding of the World Topic- Transport/Healthy Living Topic- Growing/Food The world- Growth, Decay and changes over time		Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us	
<i>Year 1</i>	Everyday Materials	Seasonal change (Taught across the year in line with seasons)	Animals, including humans		Plants	
<i>Year 2</i>	Uses of Everyday materials		Animals including humans		Living things and Habitats	Plants
<i>Year 3</i>	Light and shadow	Rocks and soil	Animals including humans		Plants	Forces and magnets
<i>Year 4</i>	Electricity	States of matter	Sound	Animals, including humans	Science- Living things and their habitats	
<i>Year 5</i>	Living things and their habitats	Animals, including humans	Earth and Space	Changes of materials	Forces and Mechanical Devices	
<i>Year 6</i>	Living things and their Habitats	Science- Light	Electricity	Animals including Humans	Evolution and Inheritance	

Progression of key skills across Key Stages

At the end of EYFS the expected standard should include:

Understanding the World -Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Physical Development -Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Skills	KS1	LKS2	UKS2
Asking questions and carrying out comparative and fair tests	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Performing simple tests. Children can:</p> <ul style="list-style-type: none"> a explore the world around them, leading them to ask some simple scientific questions about how and why things happen; b begin to recognise ways in which they might answer scientific questions; c ask people questions and use simple secondary sources to find answers; d carry out simple practical tests, using simple equipment; e experience different types of scientific enquiries, including practical activities; f talk about the aim of scientific tests they are working on; g with support, start to recognise a fair test. 	<p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to raise their own relevant questions about the world around them in response to a range of scientific experiences; b start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c recognise when a fair test is necessary; d help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used; e set up and carry out simple comparative and fair tests. 	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> a with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; b with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c explore and talk about their ideas, raising different kinds of scientific questions; d ask their own questions about scientific phenomena; e select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; f make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; g plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary; h use their test results to identify when further tests and observations may be needed; i use test results to make predictions for further tests.
Observing and measuring changes	<p>Observing closely, using simple equipment.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe the natural and humanly constructed world around them; b observe changes over time; c use simple measurements and equipment; d make careful observations, sometimes using equipment to help them observe carefully. 	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make systematic and careful observations; b observe changes over time; c use a range of equipment, including thermometers and data loggers; d ask their own questions about what they observe; e where appropriate, take accurate measurements using standard units using a range of equipment. 	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Children can:</p> <ul style="list-style-type: none"> a choose the most appropriate equipment to make measurements and explain how to use it accurately; b take measurements using a range of scientific equipment with increasing accuracy and precision; c take repeat readings when appropriate; d understand why we take an average in repeat readings.

<p>Identifying, classifying, recording and presenting data</p>	<p>Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use simple features to compare objects, materials and living things; b decide how to sort and classify objects into simple groups with some help; c record and communicate findings in a range of ways with support; d sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. 	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk about criteria for grouping, sorting and classifying; b group and classify things; c collect data from their own observations and measurements; d present data in a variety of ways to help in answering questions; e use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; f record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Children can:</p> <ul style="list-style-type: none"> a independently group, classify and describe living things and materials; b use and develop keys and other information records to identify, classify and describe living things and materials; c decide how to record data from a choice of familiar approaches; d record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.
<p>Drawing conclusions, noticing patterns and presenting findings</p>	<p>Using their observations and ideas to suggest answers to questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a notice links between cause and effect with support; b begin to notice patterns and relationships with support; c begin to draw simple conclusions; d identify and discuss differences between their results; e use simple and scientific language; f read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; g talk about their findings to a variety of audiences in a variety of ways. 	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw simple conclusions from their results; b make predictions; c suggest improvements to investigations; d raise further questions which could be investigated; e first talk about, and then go on to write about, what they have found out; f report and present their results and conclusions to others in written and oral forms with increasing confidence. 	<p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a notice patterns; b draw conclusions based in their data and observations; c use their scientific knowledge and understanding to explain their findings; d read, spell and pronounce scientific vocabulary correctly; e identify patterns that might be found in the natural environment; f look for different causal relationships in their data; g discuss the degree of trust they can have in a set of results; h independently report and present their conclusions to others in oral and written forms.
<p>Using scientific evidence and secondary sources of information</p>		<p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make links between their own science results and other scientific evidence; b use straightforward scientific evidence to answer questions or support their findings; c identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; d recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. 	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use primary and secondary sources evidence to justify ideas; b identify evidence that refutes or supports their ideas; c recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; d use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; e talk about how scientific ideas have developed over time.

Progression & Coverage: Animals including humans

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>	EYFS- Knowledge & Understanding of the World Topic- All about me	EYFS- Knowledge & Understanding of the World Topic- Transport/Healthy Living Topic- Growing/Food	EYFS- Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us
<i>Rec.</i>	EYFS- Knowledge & Understanding of the World Topic- All about me	EYFS- Knowledge & Understanding of the World Topic- Transport/Healthy Living Topic- Growing/Food	EYFS- Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us
<i>Year 1</i>		Identify and name common animals, know what a herbivore, carnivore and omnivore is. Describe and compare the structure of common animals and know and label the parts of the human body and senses that are associated with these body parts.	
<i>Year 2</i>		Notice that animals have offspring which grow into adults, describe the basic needs of animals and humans, and to describe the importance of exercise, eating the right amounts of different types of food, and hygiene in humans.	
<i>Year 3</i>		Identify that animals, including humans, need the right types and amount of nutrition, and that they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	
<i>Year 4</i>		Describe the functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their functions. Construct and interpret a food chains, identifying producers, predators and prey.	
<i>Year 5</i>	Describe the changes as humans develop to old age.		
<i>Year 6</i>		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 the human body functions. Describe the ways that nutrients and water are transported within animals and humans.	

Progression & Coverage: Earth and Space

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>			
<i>Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>			
<i>Year 4</i>			
<i>Year 5</i>		Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	
<i>Year 6</i>			

Progression & Coverage: Electricity

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>			
<i>Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>			
<i>Year 4</i>	Identify common appliances that run on electricity and 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.		
<i>Year 5</i>			
<i>Year 6</i>		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit and 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.	

Progression & Coverage: Earth and Space

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>			
<i>Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>			
<i>Year 4</i>			
<i>Year 5</i>			
<i>Year 6</i>			<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. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

Progression & Coverage: Forces

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>			
<i>Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		
<i>Year 3</i>			<p>Compare how things move on different surfaces and notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
<i>Year 4</i>			

Year 5			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. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
Year 6			

Progression & Coverage: Light

	AUTUMN	SPRING	SUMMER
<i>Nur</i>			
<i>Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
Year 3	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 their eyes and recognise that shadows are formed when the light from a light source is blocked by a solid objects. Find patterns in the way that the size of shadows change.		
<i>Year 4</i>			
Year 5		Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	
Year 6	Recognise that light appears to travel in straight lines and 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.		

Progression & Coverage: Living things and their habitats

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>	EYFS- Knowledge & Understanding of the World Topic- All about me	EYFS- Knowledge & Understanding of the World Topic- Healthy Living Topic- Growing/Food	EYFS- Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us
<i>Rec.</i>	EYFS- Knowledge & Understanding of the World Topic- All about me	EYFS- Knowledge & Understanding of the World Topic- Healthy Living Topic- Growing/Food	EYFS- Knowledge & Understanding of the World Topic- Minibeasts/Water Topic- Animals/People Who Help Us
<i>Year 1</i>			
<i>Year 2</i>			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 suitable and know that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats and 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.
<i>Year 3</i>			
<i>Year 4</i>			Recognise that living things can be grouped in a variety of ways and 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.
<i>Year 5</i>	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 animals.		
<i>Year 6</i>	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.		

Progression & Coverage: Materials

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>	EYFS- Knowledge & Understanding of the World Topic Toys		
<i>Rec.</i>	EYFS- Knowledge & Understanding of the World Topic Toys		
<i>Year 1</i>	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 and compare and group together a variety of everyday materials on the basis of their simple physical properties.		
<i>Year 2</i>	Uses of everyday materials- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
<i>Year 3</i>			Magnets - 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 and 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.
<i>Year 4</i>	States of matter- compare and group materials together, according to whether they are solids, liquids or gases and 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		

Year 5		<p>Properties and their changes- 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating and 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>	
Year 6			

Progression & Coverage: Plants

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur</i>		EYFS- Knowledge & Understanding of the World Topic- Healthy Living Topic- Growing/Food	
<i>Rec.</i>		EYFS- Knowledge & Understanding of the World Topic- Healthy Living Topic- Growing/Food The world- Growth, Decay and changes over time	
<i>Year 1</i>		Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees.	
<i>Year 2</i>		Observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	

<i>Year 3</i>		Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers and 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 and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
<i>Year 4</i>			
<i>Year 5</i>	Describe the life process of reproduction in some plants and animals.		
<i>Year 6</i>			Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Progression & Coverage: Rocks

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		
<i>Year 4</i>			
<i>Year 5</i>			
<i>Year 6</i>			

Progression & Coverage: Sound

	<i>AUTUMN</i>	<i>SPRING</i>	<i>SUMMER</i>
<i>Nur Rec.</i>			
<i>Year 1</i>			
<i>Year 2</i>			
<i>Year 3</i>			

<i>Year 4</i>		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.	
<i>Year 5</i>			
<i>Year 6</i>			