Brockholes Wood
Community Primary School

'Shaping little lives into bright futures'

Subject Intent Statement

SCIENCE

Our intent for the teaching of science at Brockholes Wood School is to provide the foundations for understanding the world through the specific disciplines of biology, chemistry and physics, which will make for a high quality science education. We aim to inspire our young scientists by delivering collaborative hands on activities, which develop their sense of excitement and encourage rich questioning in order to foster their natural curiosity and scientific thinking. In order for children to achieve well, they must not only acquire the necessary knowledge but also understand its value, enjoy the experience of working scientifically and sustain their interest in learning science. Children need to be exposed to all five types of scientific enquiry: observation over time, research, pattern seeking, classifying and identifying and comparative/ fair testing. Therefore, in science, we must involve all children in our enquiries, inspire a culture of questioning and embed their scientific knowledge and vocabulary in order to create life- long learners and scientists for the future.

Key Concepts: Biology, Chemistry, Physics, Stand-alone Unit and Working Scientifically

EYFS				
Year	Biology	Chemistry	Physics	Working Scientifically
Pre-School	**Animals Including Humans** Understand the key features of the life cycle of a plant and an animal. (UW) Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. (PSED) Make healthy choices about food, drink, activity and tooth brushing. (PSED) **Living Things and Their Habitats** Understand the key features of the life cycle of a plant and an animal. (UW) Begin to understand the need to respect and care for the natural environment and all living things. (UW) **Plants** Plant seeds and care for growing plants. (UW) Understand the key features of the life cycle of a plant and an animal. (UW) Begin to understand the need to respect and care for the natural environment and all living things. (UW)	**Everyday Materials** Use all their senses in hands-on exploration of natural materials. (UW) Explore collections of materials with similar and/or different properties. (UW) Talk about what they see, using a wide vocabulary. (UW) Talk about the differences between materials and changes they notice. (UW)	**Forces** Explore and talk about different forces they can feel. (UW)	Use a wider range of vocabulary. (CL) Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (CL) Make comparisons between objects relating to size, length, weight and capacity.(M) Talk about and identify the patterns around them.(M)

Year	Biology	Chemistry	Physics	Working Scientifically
Reception	**Animals Including Humans** Explore the natural world around them. (UW) Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' , having a good sleep routine (PSED) **Living Things and Their Habitats** Explore the natural world around them. (UW) Describe what they see, hear and feel whilst outside. (UW) Recognise some environments that are different from the one in which they live. (UW) **Plants** Explore the natural world around them. (UW) Describe what they see, hear and feel whilst outside. (UW)	**Everyday Materials** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) **Use of Everyday Materials** Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD)	**Forces** Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (CL) **Seasonal Change** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Learn new vocabulary. (CL) Ask questions to find out more and to check they understand what has been said to them. (CL) Describe events in some detail. (CL) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (CL) Use new vocabulary in different contexts. (CL) Compare length, weight and capacity. (M)

Key Concepts: Biology, Chemistry, Physics, Stand-alone Unit and Working Scientifically

KS1/KS2				
Year	Autumn	Spring	Summer	Working Scientifically
1	**Hidden Habitats A1** Biology – Animal, Including Humans 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). **Seasonal Change (Stand-alone) Au2** Identify the four seasons (spring, summer, autumn, winter) and describe their differences. Observe changes across the four seasons. Explore and record different types of weather	**Gardeners and Seedlings Sp1** Biology – Plants 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. **Seasonal Change (Stand-alone) Sp2** Observe changes across the four seasons and record different types of weather (e.g., sunny, rainy, windy, snowy) throughout the year. Observe how daylight hours vary in different seasons, recognising that days are longer in summer and shorter in winter. Identify how trees, flowers, and animals adapt to each season (e.g., leaves falling in	**The Grand Outdoors Su1** **Chemistry – 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. **Inspector Gadget Su2** Biology – Humans Recognise and name key body parts (e.g., head, arms, legs, hands, feet, etc.). Draw and label the basic body parts of the Human Body. Identify which body parts (eyes, ears, nose, tongue, and skin) are linked to each sense (sight, hearing, smell, taste, touch).	Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions

	(e.g., sunny, rainy, windy, snowy) throughout the year. Observe how daylight hours vary in different seasons, recognising that days are longer in summer and shorter in winter. Discuss how seasonal weather influences clothing, activities, and how we stay safe in different conditions.	autumn, animals hibernating in winter). Keep a simple weather chart or class diary to monitor seasonal changes in temperature, daylight, and weather patterns.		
Year	Autumn	Spring	Summer	Working Scientifically
2	**Proud Preston Au1** Biology – Living Things and Their Habitats 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. **Seaside Splendour Au1/Au2** Chemistry – Use of every day materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for	**Healthy Hero Sp1** Biology – Animals, Including Humans Describe the importance for humans of exercise, eating the right amounts of different types of food, the importance of sleep and hygiene. Understand that animals, including humans, have offspring, which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air). **Down on the Farm Sp2** Biology – Living Things and Their Habitats 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	**Woodland Friends Su1** Biology – Plants 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. Observe and identify plants and animals found in each habitat and discuss how they are suited to live there **Revisiting Living Things and their Habitats and Plants Su2** Investigate different outdoor habitats (e.g., woodland, pond, grassland) within the school grounds or a nearby green space. Observe and identify animals found in each habitat and discuss how they are suited to live	Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. Use simple equipment to observe closely including changes over time. Perform simple comparative tests Identify, group and classify. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information.

	particular uses Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	animals and plants, and how they depend on each other. 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.	there. Create small habitats such as bug hotels, log piles, or mini-ponds to explore what animals are attracted to different environments and how they rely on their surroundings for food, shelter, and protection. Observe and record evidence of food chains in outdoor habitats by identifying predators, prey, and producers. Describe how plants provide food for herbivores and how carnivores depend on other animals for survival.	
Year	Autumn	Spring	Summer	Working Scientifically
3	**Live Strong Au1** Biology – Animals, Including Humans – Skeletons and Movement To know that humans have skeletons which help them to move. Recognise that some animals have skeletons (vertebrates) while others do not (invertebrates) and compare their differences. Understand that the skeleton provides support, protection for vital organs, and enables movement. Investigate how muscles contract and relax to move bones at joints. Examine similarities and differences between human and animal skeletons and explain how they are suited to their movement and lifestyle.	**Rock and Roll Sp1** Chemistry - Rocks and Fossils Compare and group together different kinds of rocks based on 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. **Iron Man Sp2** Forces and Magnets Compare how things move on different surfaces.	**Light and Shadows Su1** Physics - (Stand-alone) Recognise that he/she needs 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. Find patterns in the way that the size of shadows change. **How does your garden grow? Su2** Plants – functions or parts and plant growth Identify and describe the functions of	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

	Live Strong Au2 Biology – Animals, Including Humans - Nutrition, diet and movement Understand that food contains a range of different nutrients. Understand that humans and animals need to eat in order to get the nutrients they need. Understand that food often provides a range of nutrients. Understand what nutrients are need to keep animals and the human body healthy (healthy diet). Explore the nutrients humans get from different types of food to stay healthy.	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. Compare and group together a variety of everyday materials based on 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.	different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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, including pollination, seed formation and seed dispersal.	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her finding
Year	Autumn	Spring	Summer	Working Scientifically
4	**Crazy Currents Au1** Electricity 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	**Food Sculpture Sp1** Biology – Humans (Digestive system/teeth) 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.	**Water, Water Everywhere Su1** Chemistry - States of Matter –water cycle Explain how water changes state as it moves through the water cycle (evaporation, condensation, precipitation, and collection). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

	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. **<u>Physics Au2</u>** **<u>Sound (Stand-alone)</u>** 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.	**<u>Exploring Europe Sp2</u>** <u>Chemistry – Sates of matter</u> Compare and group materials together, according to whether they are solids, liquids or gases. 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)	Investigate how heat speeds up evaporation and cooling leads to condensation. **<u>Hunted Su2</u>** <u>Biology - Animals, Living Things and their Habitats</u> Construct and interpret a variety of food chains, identifying producers, predators and prey. 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 and have an impact on living things.	Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support his/her findings.

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5	**Material Properties Au1** Chemistry - (Stand-alone) Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Recognise 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. **Food Glorious Food Au2** Chemistry - Materials – reversible and irreversible 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.	**Out of this World Sp1** Physics - Earth and Space Identify and name the planets in the Solar System in order from the Sun. 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. 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. **The Cogs of Creation Sp2** Physics - Forces and Falling Objects 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.	**A River Journey Su1** Biology - Life cycle changes in animals and plants; naturalists, e.g. David Attenborough) 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. **The Extraordinary Olympians Su2** Biology – Living Things - Animals Including Humans – growth and development of humans Identify and describe the main stages of human life (baby, toddler, child, and teenager, adult, elderly) and the key physical and emotional changes at each stage. Understand how and why the body changes during puberty, including growth spurts, voice changes, and development of reproductive organs. Discuss how the human body changes as it ages, including the effects on muscles, bones, skin, and senses.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.

Year	Autumn	Spring	Summer	Working Scientifically
6	**Amazing Adaptations Au 1** Biology – Evolution and Inheritance 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. **Britten's Composition Au2** Biology – Animals, Including Humans – Circulatory System, diet exercise and drugs. 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	**Superheroes Sp1** Famous Scientists and their contributions to the World Use working scientifically LOs to explore different Scientists. **It's A Mystery Sp2** Biology – Living Things and Their Habitats Classification including subdivisors for vertebrates and invertebrates 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.	**I've got the Power Su1** Electricity – bulbs, buzzers, voltage, variations and symbols. 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. **Lights, Camera, Action Su2** Light – exploring the way light behaves including light sources and reflection. 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.	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. Group and classify things and

	animals, including humans.		Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	recognise patterns.

Progression of Key Concepts				
Year groups	**Biology**	**Chemistry**	**Physics**	**Working Scientifically**
1	**Animals including humans** Common animals other than humans and their basic structure Human body and senses **Plants** Plants and their basic structures and observing growth over time	**Everyday materials** Everyday materials - naming of materials and their properties	**Seasonal changes** Nature and field journals - observations over time of seasonal changes, plants, weather and length of day	Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests Identify and classify Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions
2	**Animals including humans** Humans - what humans need to survive, human growth and exercise **Living things and their habitats** Comparisons between living and dead things Identifying that habitats suit the	**Uses of everyday materials** Suitability of different materials for particular uses and how some shapes of solid objects can be changed dependent on materials used		Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum Use simple equipment to observe closely

	things that live in them Understand where living things get their food sources from – food chains **<u>Plants</u>** Requirements for plant growth and nutrition Observe how bulbs and seeds grow over time			including changes over time Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information
3	**<u>Animals including humans</u>** Humans nutrition and diet – how they survive as they don't produce their own food so are reliant on what they ear Skeleton and muscles – support and movement **<u>Plants</u>** Functions of plant parts and plant growth Flowers and the life cycle of flowering plants Investigation transportation of water and the importance of it	**<u>Rocks</u>** Rocks comparing and grouping Basic understanding of how fossils are formed	**<u>Forces and magnets</u>** Compare how objects move on a surface and how this is impacted differently by using magnets Understanding that magnets have two poles and what happens to make something attract and repel **<u>Light</u>** Understanding that we need light to see things and darkness is the absence of light, reflection, sun and it's dangers Investigate size of shadows changing	Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific

				language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings
4	**Animals including humans** Parts and functions of the human digestive system Identifying different teeth in humans and basic functions Food chains – producers, predators, prey	**States of matter** Understanding solids, liquids and gases and how temperature can impact in change of state Water Cycle – condensation and evaporation	**Sound** How sounds are made, vibrations, impact of distance on sound **Electricity** Common electrical appliances, investigating series, circuits, switches. Investigating what conductors and insulators are and how they are best	As of Y3

	Living things and their habitats Grouping and classifying living things in their local and wider environments Changing environments and the impact on living things within it		used	
5	**Animals including humans** Life cycle and development of a human from birth to old age **Living things and their habitats** 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	**Properties and changes of materials** Compare and group everyday materials based on their properties Reversible and irreversible changes including dissolving and solutions Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Earth and Space** Describe and understand movement regarding, Earth, other planets that are relevant to the sun in our solar system. Movement of the moon relative to the earth Understanding term spherical bodies in relations to Sun, Earth and Moon Understanding of Earth's rotation for day and night **Forces** Falling objects in relation to Earth – gravity Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears,	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

			allow a smaller force to have a greater effect	Identify scientific evidence that has been used to support or refute ideas or arguments
6	**Animals including humans** Identify the main parts and functions of the circulatory system Understand the impact of lifestyle choices on the body **Living things in their habitat** Classification including subdivisions for vertebrates and invertebrates-similarities and differences of plants, animals and micro-organisms Give reasons for classifying plants and animals based on specific characteristics **Evolution and Inheritance** Adaptation, survival of the fittest, reproduction and passing on traits. Change over time – using fossils as a source of knowledge (Evolution) Reproduction – living things producing offspring		**Light** Exploring the way light behaves including it travelling in straight lines, light sources, reflection, shadows **Electricity** Exploring and investigating brightness of bulbs, sound of buzzers, voltage. Variations. Recognising key symbols.	Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Describe and evaluate their own and

				other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources Group and classify things and recognise patterns