

**Upper Key Stage 2 Curriculum Map: 2015-16-17**  
**Identifying National Curriculum Coverage for Science**

Areas:	National Curriculum Coverage:	On the move	South America	The Olympics	Mysteries	China	Helmingham Child
<b>Working Scientifically</b>	▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Red				Green	Purple
	▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Red				Green	Purple
	▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			Blue		Green	Purple
	▪ using test results to make predictions to set up further comparative and fair tests		Green	Blue	Red	Green	Purple
	▪ reporting and presenting 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	Red	Green	Blue	Red	Green	Purple
	▪ identifying scientific evidence that has been used to support or refute ideas or arguments.			Blue			Purple
<b>Living Things &amp; Their Habitat</b>	Year 5						
	▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		Green				
	▪ describe the life process of reproduction in some plants and animals.		Green				
	Year 6						
▪ 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		Green					
▪ give reasons for classifying plants and animals based on specific characteristics.		Green					
<b>Animals, including humans</b>	Year 5						
	▪ describe the changes as humans develop to old age.					Green	
	Year 6						
	▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			Blue			
▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			Blue				
▪ describe the ways in which nutrients and water are transported within animals, including humans.			Blue				
<b>Year 5 Properties and Changes of Materials</b>	▪ 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					Green	Purple
	▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution				Red		
	▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating				Red		
	▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic					Green	Purple
	▪ demonstrate that dissolving, mixing and changes of state are reversible changes				Red		
	▪ 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.				Red		
<b>Year 5 Earth and Space</b>	▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system			Blue			
	▪ describe the movement of the Moon relative to the Earth			Blue			
	▪ describe the Sun, Earth and Moon as approximately spherical bodies			Blue			
	▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.			Blue			
<b>Year 5 Forces</b>	▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Red					
	▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Red					
	▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Red					
<b>Year 6 Evolution &amp; Inheritance</b>	▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago				Red		
	▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents				Red		
	▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.				Red		
<b>Year 6 Light</b>	▪ recognise that light appears to travel in straight lines					Green	
	▪ 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					Green	
	▪ 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					Green	
	▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.					Green	
<b>Year 6 Electricity</b>	▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit						Purple
	▪ 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						Purple
	▪ use recognised symbols when representing a simple circuit in a diagram.						Purple