

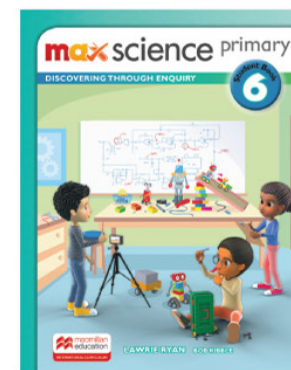
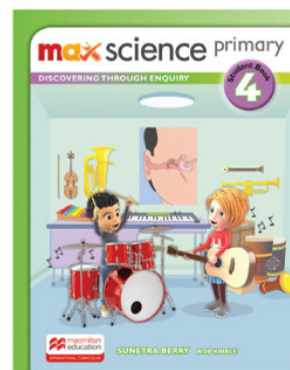
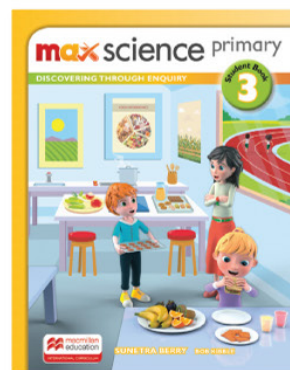
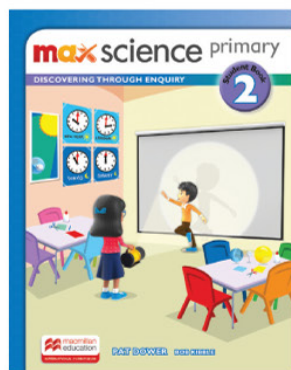
max science primary

DISCOVERING THROUGH ENQUIRY

PRIMARY • YEARS 1 – 6



English National Curriculum Scheme of Work Learning Objectives



English National Curriculum Scheme of Work Learning Objectives

Year 1	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Stage 1 page 80, 84 Stage 3 page 38, 40, 42-43, 54 Stage 5 page 55-57, 73, 85	Stage 3 page 39 Stage 4 page 84	None	Stage 1 Activity 6.2
2. identify and describe the basic structure of a variety of common flowering plants, including trees	Stage 1 page 79 Stage 3 page 38, 41-48 Stage 5 page 59, 64, 72, 74	Stage 1 page 81-83	Stage 1 page 71 Stage 3 page 27	Stage 1 Activity 6.1 Stage 3 Activity 3.1, 3.2
3. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Stage 1 page 44-45, 51, 57, 68, 72 Stage 2 page 77 Stage 3 page 4, 7, 16 Stage 4 page 73-75, 79-81 Stage 6 page 59-61, 64, 66-67	Stage 1 page 48 Stage 3 page 5 Stage 4 page 75-76, 79, 82-83, 85 Stage 6 page 42, 50	Stage 4 page 66-68 Stage 6 page 34, 36	Stage 1 Activity 3.8 Stage 4 Activity 4.4, 4.5, Stage 6 Activity 3.3
4. identify and name a variety of common animals that are carnivores, herbivores and omnivores	Stage 4 page 74 Stage 6 page. 59-61, 66	Stage 6 page 45, 50	Stage 6 page 40-41, 44-46	None
5. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Stage 4 page 3-5, 11, 23-25	Stage 1 page 2 Stage 4, page 1, 20-23	None	None

English National Curriculum Scheme of Work Learning Objectives

Year 1	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
6. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Stage 1 page 7-13 Stage 3 page 4, 79-100 Stage 4 page 7-10	Stage 1 page 4-5, 7-12 Stage 3 page 1-3, 81-89, 93-106 Stage 4 page 4	Stage 1 page 1-3, 8	Stage 1 Activity 1.4-1.7, Stage 3 Activity 5.2, 5.8 Stage 4 Activity 1.4
7 distinguish between an object and the material from which it is made	Stage 1 page 16-27 Stage 2 page 42-44 Stage 3 page 26-28, 32	Stage 1 page 16-18, 20-23 Stage 2 page 42, 44	Stage 1 page 11-13, 18	Stage 1 Activity 2.1, 2.3
8 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	Stage 1 page 16, 20-21, 23 Stage 2 page 42-44 Stage 3 page 21-22, 26-28	Stage 1 page 16-23, 24 Stage 2 page 42-44	Stage 1 page 11-13, 18, Stage 2 page 26-28, 41-42	Stage 1 Activity 2.1, 2.2 Stage 2 Activity 3.9, 3.10 Stage 3 Activity 2.5
9 describe the simple physical properties of a variety of everyday materials	Stage 1 page 20, 24-25 Stage 2 page 31 Stage 3 page 21-22, 27, 32	Stage 1 page 19, 24-26, 28-29	Stage 1 page 11-13, 18	Stage 1 Activity 2.4-2.8 Stage 3 Activity 2.1, 2.3, 2.4, 2.8,
10 compare and group together a variety of everyday materials on the basis of their simple physical properties	Stage 1 page 28-29 Stage 3 page 21	Stage 1 page 28-29	Stage 1 page 17	Stage 1 Activity 2.7, 2.8 Stage 3 Activity 2.8
11 observe changes across the four seasons	Stage 5 page 98-99	Stage 5 page 86	None	None
12 observe and describe weather associated with the seasons and how day length varies	Stage 5 page 93, 98-99	Stage 5 page 81-82, 86	None	None

English National Curriculum Scheme of Work Learning Objectives

Year 2	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. explore and compare the differences between things that are living, dead, and things that have never been alive	Stage 1 page 33-36 Stage 3 page 5-18	Stage 1 page 34-38 Stage 3 page 4-10	Stage 1 page 21-23 Stage 3 page 1-3	Stage 1 Activity 3.1, 3.2 Stage 3 Activity 1.3, 1.4
2. 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	Stage 1 page 37-38 Stage 2 page 75-76, 79 Stage 4 page 68-69, 73-76 Stage 6 page 55-56	Stage 1 page 39-41 Stage 2 page 70, 74-75 Stage 3 page 12 Stage 4 page 74-79 Stage 6 page 43	Stage 1 page 26-27 Stage 2 page 70-72 Stage 4 page 61-63 Stage 6 page 33, 35	Stage 1 Activity 3.3, 3.4 Stage 2 Activity 6.1, 6.2 Stage 4 Activity 4.1 Stage 6 Activity 3.4 Stage 3 page 15-16 here
3. identify and name a variety of plants and animals in their habitats, including microhabitats	Stage 1 page 39 Stage 4 page 69, 73-74 Stage 6 page 60	Stage 1 page 40-42 Stage 2 page 70, 72-73 Stage 4 page 72-73, 78 Stage 6 page 42	Stage 4 page 62 Stage 6 page 34, 36	Stage 1 Activity 3.4, 3.5 Stage 4 Activity 4.4, 4.5 Stage 6 Activity 3.3
4. 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	Stage 6 page 57-67	Stage 6 page 44-47	Stage 6 page 39-41	Stage 6 Activity 3.5-3.8
5. observe and describe how seeds and bulbs grow into mature plants	Stage 1 page 82-83 Stage 5 page 50, 66-67	Stage 1 page 86-87 Stage 5 page 51, 61-62	Stage 1 page 75-77 Stage 5 page 49-52	Stage 1 Activity 6.3-6.6 Stage 5 Activity 3.1, 3.9, 3.10
6. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Stage 1 page 85-87 Stage 3 page 39-40, 49-56 Stage 5 page 85	Stage 1 page 89-91 Stage 3 page 48-58 Stage 5 page 76	Stage 1 page 80-82 Stage 3 page 31-33	Stage 1 Activity 6.7-6.8 Stage 3 Activity 3.3, 3.6, 3.8, 3.10

English National Curriculum Scheme of Work Learning Objectives

Year 2	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
7. notice that animals, including humans, have offspring which grow into adults	Stage 1 page 44-47 Stage 3 page 10-12	Stage 1 page 47-50 Stage 3 page 7-8	Stage 1 page 35-37	Stage 1 Activity 3.8-3.10 Stage 3 Activity 1.6, 1.7
8. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Stage 1 page 41-43 Stage 3 page 13-16 SB Stage 3 page 103-107	Stage 3 page 9-12, 109, 112	Stage 3 page 6-8	Stage 3 Activity 1.8, 1.9, 6.2, 6.3
9. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Stage 3 page 109-113, 117-120 SB 3 page 87	Stage 3 page 113-114, 116-121	Stage 3 page 77-79	Stage 3 Activity 6.4, 6.6, 6.10
10. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Stage 1 page 16-18, 20-27 Stage 3 page 27, 32-33	Stage 1 page 16-17, 19-21, 25-30 Stage 3 page 31-35	Stage 1 page 11-13 Stage 3 page 21-23	Stage 1 Activity 2.3, 2.6 Stage 3 Activity 2.5, 2.9, 2.10
11. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Stage 2 page 31	Stage 2 page 27-28	Stage 2 page 26-28	Stage 2 Activity 3.1, 3.2

English National Curriculum Scheme of Work Learning Objectives

Year 3	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Stage 1 page 79 Stage 3 page 38, 41-48 Stage 5 page 59-60	Stage 1 page 81-84 Stage 3 page 38, 41	Stage 1 pages 70-74 Stage 3 pages 26-30	Stage 1 Activity 6.1 Stage 3 Activity 3.1, 3.2
2. 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	Stage 1 page 85-87 Stage 3 page 40, 49-52 Stage 5 page 54	Stage 1 page 89-91 Stage 3 page 48-53	Stage 1 pages 80-82 Stage 3 pages 31-33	Stage 1 Activity 6.7 Stage 3 Activity 3.3, 3.6, 3.8
3. investigate the way in which water is transported within plants	Stage 3 page 41, 46	Stage 3 page 45	None	Stage 3 Activity 3.4, 3.5
4. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Stage 5 page 54-58, 61-68	Stage 1 page 85-86 Stage 5 page 49-50, 54-63	Stage 5 pages 38, 43-46, 49-52	Stage 1 Activity 6.4 Stage 5 Activity 3.5, 3.7, 3.8
5. 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	Stage 1 page 41-43 Stage 3 page 13, 15, 104-113	Stage 3 page 9, 12, 109, 111, 113-114	Stage 1 page 30-32 Stage 3 page 77-79	Stage 1 Activity 3.6 Stage 3 Activity 6.2, 6.3, 6.4, 6.7
6. identify that humans and some other animals have skeletons and muscles for support, protection and movement	Stage 4 page 3-11, 20-22	Stage 4 page 1-5, 16-18	Stage 4 page 1-3, 11-13	Stage 4 Activity 1.1-1.4, 1.8-1.10

English National Curriculum Scheme of Work Learning Objectives

Year 3	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
7. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Stage 2 page 47-51, 56	Stage 2 page 47-49	Stage 2 page 46	None
8. describe in simple terms how fossils are formed when things that have lived are trapped within rock		None	None	NA
9. recognise that soils are made from rocks and organic matter	Stage 2 page 48-49	Stage 2 page 48	None	None
10. recognise that they need light in order to see things and that dark is the absence of light	Stage 2 page 3-9	Stage 2 page 1-5	Stage 2 page 2	Stage 2 Activity 1.5
11. notice that light is reflected from surfaces	Stage 5 page 10-18	Stage 5 page 10-14, 16-18	Stage 5 page 7-9	Stage 5 Activity 1.5, 1.6, 1.8
12. recognise that light from the sun can be dangerous and that there are ways to protect their eyes		None	None	NA
13. recognise that shadows are formed when the light from a light source is blocked by an opaque object	Stage 2 page 10-12 Stage 5 page 111-113 SB 2 page 59-61	Stage 2 page 7-9, 56, 60 Stage 5 page 95-99	Stage 2 page 6-8 Stage 5 page 81-83	Stage 2 Activity 1.6 Stage 5 Activity 6.1

English National Curriculum Scheme of Work Learning Objectives

Year 3	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
14. find patterns in the way that the size of shadows change	Stage 5 page 113, 118-128 SB 2 page 59-61	Stage 2 page 57, 58 Stage 5 page 95, 99, 102-106, 107	Stage 2 page 57-58 Stage 5 page 92	Stage 5 Activity 6.6
15. compare how things move on different surfaces	Stage 3 page 69	Stage 3 page 70, 75 Stage 6 page 99, 106	Stage 3 page 47	Stage 3 Activity 4.7, 4.8
16. notice that some forces need contact between two objects, but magnetic forces can act at a distance	Stage 1 page 55 Stage 3 page 67 Stage 4 page 57-59 SB 3 page 59-60, 74-75	Stage 1 page 58, 60 Stage 3 page 61-62, 75 Stage 4 page 57-58	Stage 1 page 45-47 Stage 3 page 41-42	Stage 1 Activity 4.4, 4.5 Stage 3 Activity 4.1, 4.2 Stage 4 Activity 3.3
17. observe how magnets attract or repel each other and attract some materials and not others	Stage 4 page 56-60	Stage 4 page 56-60	Stage 4 page 51-53	Stage 4 Activity 3.3
18. 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	Stage 4 page 56	Stage 4 page 56	Stage 4 page 51-52	Stage 4 Activity 3.1
19. describe magnets as having two poles	Stage 4 page 58-59	Stage 4 page 57-59	Stage 4 page 52-53	Stage 4 Activity 3.2
20. predict whether two magnets will attract or repel each other, depending on which poles are facing.	Stage 4 page 58-59	Stage 4 page 57-59	Stage 4 page 52-53	Stage 4 Activity 3.3

English National Curriculum Scheme of Work Learning Objectives

Year 4	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. recognise that living things can be grouped in a variety of ways	Stage 4 page 77-79	Stage 3 page 5 Stage 4 page 82-85	Stage 4 page 66-68	Stage 4 Activity 4.4
2. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Stage 4 page 77-81 SB 6 page 54	Stage 4 page 81-85 Stage 6 page 42	Stage 4 page 66-67 Stage 6 page 34, 36	Stage 4 Activity 4.5 Stage 6 Activity 3.3
3. recognise that environments can change and that this can sometimes pose dangers to living things	Stage 4 page 82-87 Stage 6 page SB 2 page 80-82 94-103	Stage 2 page 76, 77 Stage 4 page 87, 89, 92-95	Stage 4 page 71-73	Stage 4 Activity 4.6, 4.8 Stage 6 Activity 5.4
4. describe the simple functions of the basic parts of the digestive system in humans	Stage 6 page 7-9	Stage 6 page 6	Stage 6 page 1-4	Stage 6 Activity 1.2, 1.3, 1.4
5. identify the different types of teeth in humans and their simple functions		None	None	NA
6. construct and interpret a variety of food chains, identifying producers, predators and prey	Stage 6 page 57-67	Stage 6 page 45-47, 49- 51	Stage 6 page 39-41	Stage 6 Activity 3.6-3.8
7. compare and group materials together, according to whether they are solids, liquids or gases	Stage 4 page 29-30	Stage 4 page 26-27	Stage 4 page 22	Stage 4 Activity 2.1

English National Curriculum Scheme of Work Learning Objectives

Year 4	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
8. 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)	Stage 2 page 34-38 Stage 4 page 43-52 Stage 5 page 34-36 Stage 6 page 27-34	Stage 2 page 31-34 Stage 4 page 42-52 Stage 5 page 23-25, 27-28, 36-38 Stage 6 page 17-20	Stage 2 page 31-33 Stage 4 page 36-38, 39-41, 46-47 Stage 5 page 22-24 Stage 6 page 17-19	Stage 2 Activity 3.4 Stage 4 Activity 2.5-2.9 Stage 5 Activity 2.7, 2.8 Stage 6 Activity 2.1, 2.2
9. identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Stage 5 page 29-33	Stage 5 page 31, 35, 25-27	Stage 5 page 17-19	Stage 5 Activity 2.5, 2.6
10. identify how sounds are made, associating some of them with something vibrating	Stage 4 page 110-114 SB 1 page 65-68	Stage 1 page 68-72 Stage 4 page 116-117	Stage 1 page 55-56 Stage 4 page 91-93	Stage 4 Activity 6.1
11. recognise that vibrations from sounds travel through a medium to the ear	Stage 4 page 115-118	Stage 4 page 121-126	Stage 4 page 96-98	Stage 4 Activity 6.4
12. find patterns between the pitch of a sound and features of the object that produced it	Stage 4 page 123-125	Stage 4 page 128-130	Stage 4 page 101	Stage 4 Activity 6.8, 6.9
13. find patterns between the volume of a sound and the strength of the vibrations that produced it		Stage 1 page 73 Stage 4 page 120	Stage 4 page 102	Stage 1 Activity 5.3
14. recognise that sounds get fainter as the distance from the sound source increases[LP1]	Stage 1 page 70-71 in SB 4 page 112-114	Stage 1 page 73-74 Stage 4 page 119	Stage 1 page 60-61	Stage 1 Activity 5.3

English National Curriculum Scheme of Work Learning Objectives

Year 4	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
15. identify common appliances that run on electricity	Stage 2 page 16-17	Stage 2 page 12 Stage 4 page 101, 107-108	Stage 2 page 11	Stage 2 Activity 2.2
16. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Stage 2 page 18-19 Stage 6 page 71-73 SB 4 page 103; also in a number of activities in SB 2, page 25-26	Stage 2 page 17, 21-22 Stage 4 page 100-103 Stage 6 page 54	Stage 2 page 12-13	Stage 2 Activity 2.4
17. 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	Stage 2 page 20 Stage 6 page 90 SB 2 page 18	Stage 2 page 17, 18, 20 Stage 4 page 100, 105 Stage 6 page 56, 65	Stage 2 page 16-18	None
18. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Stage 6 page 75 SB 4 page 98-101, and SB 2 page 24-26	Stage 2 page 21, 23 Stage 4 page 106-108 Stage 6 page 55	Stage 2 page 21 Stage 4 page 81-83	Stage 2 Activity 2.5
19. recognise some common conductors and insulators, and associate metals with being good conductors	Stage 6 page 77-79	Stage 6 page 57-59	Stage 6 page 55-57	Stage 6 Activity 4.4, 4.5

English National Curriculum Scheme of Work Learning Objectives

Year 5	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird		None	None	NA
2. describe the life process of reproduction in some plants and animals	Stage 1 page 44-45 Stage 5 page 50-69 SB 1 pages 81-84, SB 3 page 10-12	Stage 1 page 86-87 Stage 5 page 61-62	Stage 1 page 35-36 Stage 5 page 49-51	Stage 5 Activity 3.5, 3.8-3.10
3. describe the changes as humans develop to old age.		None	None	None
4. 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	Stage 1 page 18-20 Stage 3 page 21-24, 28-31 Stage 6 page 77-79 SB 4 page 56	Stage 1 page 19-20, 22, 24-25, 28-30 Stage 3 page 19-22, 26-27 Stage 4 page 56 Stage 6 page 57	Stage 1 page 12-13, 16-17 Stage 3 page 22 Stage 6 page 56	Stage 1 Activity 2.5, 2.7, 2.8 Stage 3 Activity 2.1, 2.3, 2.4, 2.7, 2.8 Stage 6 Activity 2.4
5. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Stage 2 page 39-41 Stage 5 page 39-45 Stage 6 page 40-43	Stage 2 page 38-40 Stage 5 page 40-41, 43-45 Stage 6 page 30-32	Stage 2 page 36-38 Stage 5 page 27-30 Stage 6 page 28	Stage 2 Activity 3.7 Stage 5 Activity 2.10
6. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Stage 5 page 39-45 Stage 6 page 35-41	Stage 5 page 42-45 Stage 6 page 25-29, 31	Stage 5 page 27-30 Stage 6 page 22-24, 28	Stage 5 Activity 2.10 Stage 6 Activity 2.5-2.7

English National Curriculum Scheme of Work Learning Objectives

Year 5	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
7. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		Stage 3 page 31-34	Stage 3 page 21-22	Stage 3 Activity 2.9, 2.10
8. demonstrate that dissolving, mixing and changes of state are reversible changes	Stage 1 page 35-36 Stage 4 page 49-50 Stage 5 page 34-35, 39-45 Stage 6 page 35-41	Stage 2 page 33-34 Stage 4 page 50 Stage 5 page 42-43 Stage 6 page 18, 20, 25-29, 24	Stage 2 page 32-33 Stage 5 page 14, 23 Stage 6 page 18-19	Stage 2 Activity 3.5, 3.6 Stage 4 Activity 2.8 Stage 5 Activity 2.8 Stage 6 Activity 2.1, 2.2, 2.4, 2.5
9. 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	Stage 6 page 31-33	Stage 6 page 19, 21-22, 24	Stage 6 page 17-19	Stage 6 Activity 2.3, 2.4
10. describe the movement of the Earth, and other planets, relative to the Sun in the solar system	Stage 5 page 96-97	Stage 5 page 85	Stage 5 page 71, 73	None
11. describe the movement of the Moon relative to the Earth. .	Stage 2 page 69-71	Stage 2 page 65, 66	Stage 2 page 65-66	Stage 2 Activity 5.8
12. describe the Sun, Earth and Moon as approximately spherical bodies	Stage 2 page 66, 69	Stage 2 page 62, 65, 66 Stage 5 page 84	Stage 2 page 61, 65-66	Stage 2 Activity 5.7

English National Curriculum Scheme of Work Learning Objectives

Year 5	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
13. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Stage 2 page 65-67 Stage 5 page 91-95	Stage 2 page 56,59-60, 63-64 Stage 5 page 80, 84, 107-108	Stage 2 page 61-62 Stage 5 page 66-68	Stage 2 Activity 5.6, 5.9 Stage 5 Activity 5.1-5.4,
14. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Stage 6 page 118-119	Stage 6 page 91	None	Stage 6 Activity 6.1, 6.2
15. identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Stage 3 page 68-73 Stage 6 page 129-134	Stage 3 page 72-77 Stage 6 page 99-106	Stage 3 page 48 Stage 6 page 95-98	Stage 3 Activity 4.9 Stage 6 Activity 6.9, 6.10
16. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		None	None	None

English National Curriculum Scheme of Work Learning Objectives

Year 6	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
1. 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	Stage 1 page 47 Stage 4 page 77-79	Stage 4 page 82-85	Stage 4 page 66-67	Stage 4 Activity 4.4
2. give reasons for classifying plants and animals based on specific characteristics	SB 6 page 54	None	None	Stage 4 Activity 4.4
3. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Stage 6 page 5, 14-15	Stage 6 page 8	Stage 6 page 7-9	Stage 6 Activity 1.2, 1.7
4. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Stage 3 page 109-113, 117-120 SB 4 page 16-19	Stage 3 page 119-121 Stage 4 page 12-14	Stage 3 page 77-79, 87-90 Stage 4 page 6-7	Stage 3 Activity 6.4, 6.6, 6.7, 6.10
5. describe the ways in which nutrients and water are transported within animals, including humans	Stage 3 page 104-108	None	None	None
6. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Stage 3 page 6 Stage 4 page 3-4	Stage 4 page 1	None	Stage 4 Activity 1.1
7. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Stage 1 page 44-47 Stage 3 page 12	Stage 1 page 47-49 Stage 3 page 8	Stage 1 page 35-36 Stage 3 page 1-3	None
8. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Stage 3 page 15	None	None	None

English National Curriculum Scheme of Work Learning Objectives

Year 6	References to Max Science series			
Statutory requirement	Student Book	Workbook	Journal	Digital Student Book
9. recognise that light appears to travel in straight lines	Stage 5 page 8-11	Stage 5 page 8-9	Stage 5 page 1-4	Stage 5 Activity 1.5, 1.6
10. 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	Stage 5 page 9-14, 18	Stage 5 page 2-3, 12-13	Stage 5 page 7-9	Stage 5 Activity 1.5, 1.6
11. 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	Stage 5 page 4-6	Stage 5 page 4-6	Stage 5 page 7-9	Stage 5 Activity 1.5, 1.6
12. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Stage 5 page 113	Stage 5 page 98	None	Stage 5 Activity 6.2
13. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Stage 4 page 95-96 Stage 6 page 91	Stage 4 page 100, 102	Stage 4 page 76-78	Stage 4 Activity 5.3
14. 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	Stage 4 page 95-96, 98-101 Stage 6 page 88, 91	Stage 4 page 100-102, 108 Stage 6 page 63	Stage 4 page 76-78 Stage 6 page 61-62	Stage 4 Activity 5.3, 5.4 Stage 6 Activity 4.9
15. use recognised symbols when representing a simple circuit in a diagram	Stage 6 page 77 - 76	Stage 6 page 55	Stage 6 page 49-50, 52, 56, 61-62	Stage 6 Activity 4.1, 4.2