

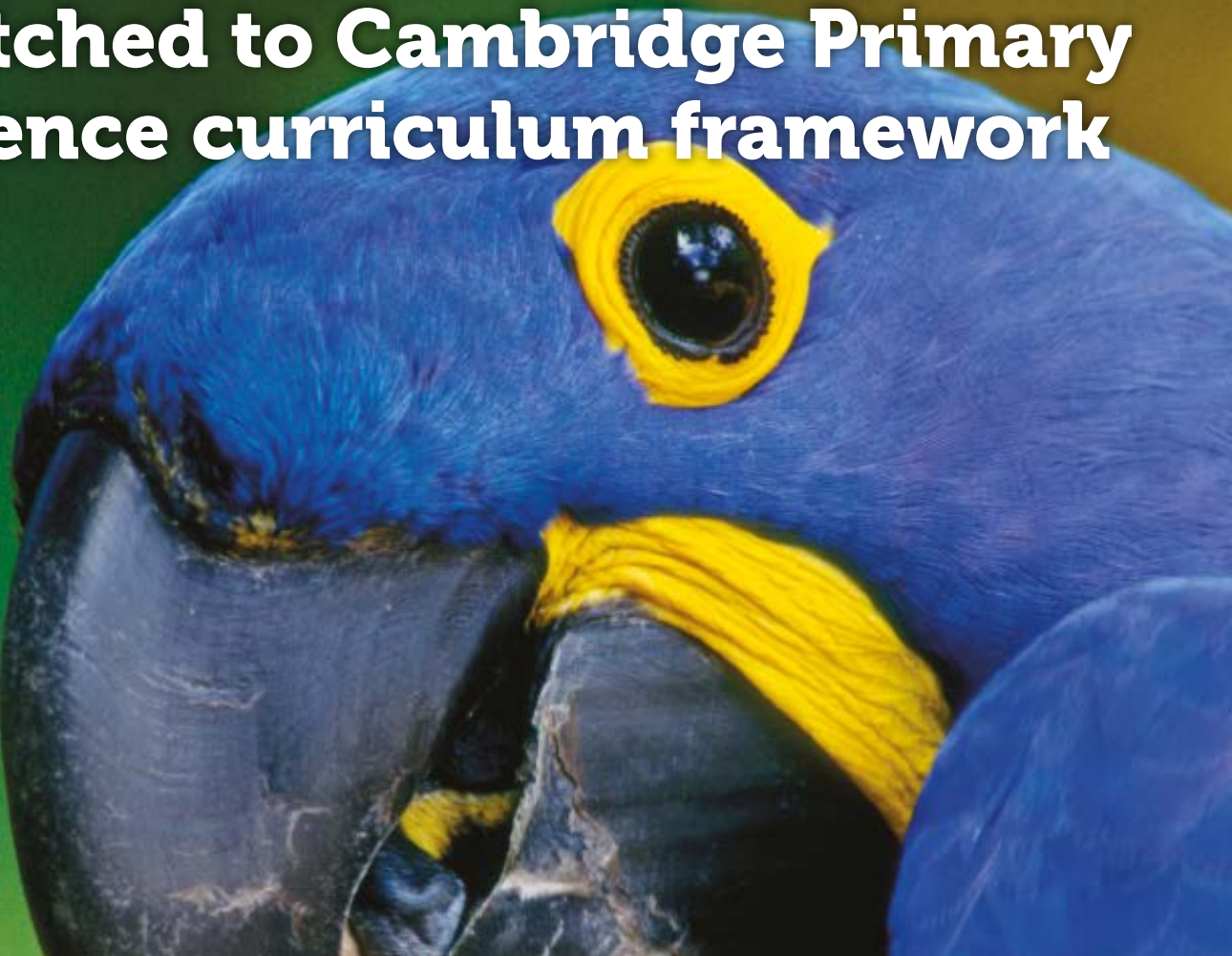


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Oxford International Primary Science

**Matched to Cambridge Primary
Science curriculum framework**



Using Oxford International Primary science alongside the Cambridge Primary Framework

The curriculum frameworks for each subject for Cambridge Primary are organised into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives. For Cambridge Primary Science, the curriculum is presented in four content areas or 'strands'. These are further subdivided into 'substrands'. The four strands and substrands are:

Scientific enquiry

- Ideas and evidence
- Plan investigative work
- Obtain and present evidence
- Consider evidence and approach

Biology

- Plants
- Living things in their environment (from stage 2)
- Humans and animals

Chemistry

- Material properties
- Material changes (from stage 2)
- States of matter (from stage 4)

Physics

- Forces (forces and motion from stage 3)
- Light and dark (from stage 2)
- Electricity (from stage 2, Electricity and magnetism from stage 4)
- The Earth and beyond (from stage 2)
- Sound
- Scientific enquiry

The charts on the following pages set out clearly how *Oxford International Primary Science* matches the learning objectives set out by Cambridge International Examinations for the Cambridge Primary Science Curriculum Framework.

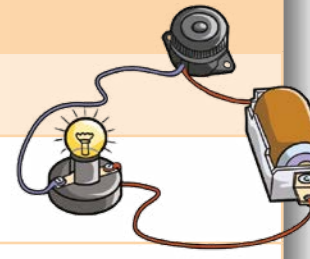
Oxford International Primary Science Stage 1 Matched to Stage 1 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
<i>Scientific enquiry: Ideas and evidence</i>		
Try to answer questions by collecting evidence through observation.	1,2,3,4,5 and 6 SB and TB	
<i>Scientific enquiry: Plan investigative work</i>		
Ask questions and contribute to discussions about how to seek answers.	2,3,4 and 6 SB and TB	1 and 5 SB and TB
Make predictions.	2,3,4,5 and 6 SB and TB	1 SB and TB
Decide what to do to try to answer a science question.	2,4 and 5 SB and TB	6 TB
<i>Scientific enquiry: Obtain and present evidence</i>		
Explore and observe in order to collect evidence (measurements and observations) to answer questions.	1,2,3,4,5 and 6 SB and TB	
Suggest ideas and follow instructions.	1,2,3,4,5 and 6 SB and TB	
Record stages in work.	2,3,4,5 and 6 SB and TB	1 SB and TB
<i>Scientific enquiry: Consider evidence and approach</i>		
Make comparisons.	1,2,3,4,5 and 6 SB and TB	
Compare what happened with predictions.	2,3,4,5 and 6 SB and TB	1 SB and TB
Model and communicate ideas in order to share, explain and develop them.	1,2,3,4,5 and 6 SB and TB	
Biology		
<i>Biology: Plants</i>		
Know that plants are living things.	3 SB and TB	6 SB and TB
Know that there are living things and things that have never been alive.	3 SB and TB	
Explore ways that different animals and plants inhabit local environments.	3 SB and TB	
Name the major parts of a plant, looking at real plants and models.	6 SB and TB	
Know that plants need light and water to grow.	6 SB and TB	



Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
<i>Biology: Humans and animals</i>		
Recognise the similarities and differences between each other.	1 SB and TB	
Recognise and name the main external parts of the body.	1 SB and TB	4 SB and TB
Know about the need for a healthy diet, including the right types of food and water.	3 SB and TB	
Explore how senses enable humans and animals to be aware of the world around them.	1 SB and TB	2 SB and TB
Know that humans and animals produce offspring which grow into adults.	3 SB and TB	1 SB and TB
Chemistry		
<i>Chemistry: Material properties</i>		
Use senses to explore and talk about different materials.	2 SB and TB	1 SB and TB
Identify the characteristics of different materials.	2 SB and TB	
Recognise and name common materials.	2 SB and TB	
Sort objects into groups based on the properties of their materials.	2 SB and TB	
Physics		
<i>Physics: Forces</i>		
Explore, talk about and describe the movement of familiar things.	4 SB and TB	
Recognise that both pushes and pulls are forces.	4 SB and TB	
Recognise that when things speed up, slow down or change direction there is a cause.	4 SB and TB	
<i>Physics: Sound</i>		
Identify many sources of sound.	5 SB and TB	1 SB and TB
Know that we hear when sound enters our ear.	5 SB and TB	1 SB and TB
Recognise that as sound travels from a source it becomes fainter.	5 SB and TB	

Oxford International Primary Science Stage 2 Matched to Stage 2 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
<i>Scientific enquiry: Ideas and evidence</i>		
Collect evidence by making observations when trying to answer a science question.	SB and TB 1.1, 1.2, 2.2, 3.4, 4.3, 5.2, 6.2, 6.6	
Use first-hand experience, e.g. observe melting ice.	SB and TB 2.5, 3.1, 3.4, 4.0, 6.5	
Use simple information sources.	TB 3.4	
<i>Scientific enquiry: Plan investigative work</i>		
Ask questions and suggest ways to answer them.		SB and TB 1.3
Predict what will happen before deciding what to do.	SB and TB 2.2, 2.7, 3.2, 3.4, 3.5	SB and TB 2.1, 3.3
Recognise that a test or comparison may be unfair.		TB 5.2, 5.3
<i>Scientific enquiry: Obtain and present evidence</i>		
Make suggestions for collecting evidence.		
Talk about risks and how to avoid danger.	SB and TB 2.4	SB and TB 1.1, 1.3, 2.0, 2.8, 3.3, 5.2, 5.3, 6.8
Make and record observations.	SB and TB 2.3, 4.0, 4.3, 4.6	
Take simple measurements.	SB and TB 3.1, 3.4, 4.0	
Use a variety of ways to tell others what happened.		
<i>Scientific enquiry: Consider evidence and approach</i>		
Make comparisons.	SB and TB 1.3, 1.4, 4.1, 3.0, 3.1, 3.2, 3.3, 3.4, 3.6, 4.0, 4.2, 4.5, 5.2	
Identify simple patterns and associations.	SB and TB 3.6, 4.0	SB and TB 4.3 and 4.5
Talk about predictions (orally and in text), the outcome and why this happened.	SB and TB 2.7, 3.2, 3.4	SB and TB 3.3 and 3.5
Review and explain what happened.	SB and TB 5.3	

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Biology		
<i>Biology: Living things in their environment</i>		
Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.	SB and TB 6.4	SB and TB 6.2
Understand ways to care for the environment. Secondary sources can be used.	SB and TB 6.5	
Observe and talk about their observation of the weather, recording reports of weather data.	SB and TB 6.6	
Chemistry		
<i>Chemistry: Material properties</i>		
Recognise some types of rocks and the uses of different rocks.	SB and TB 4.0	
Know that some materials occur naturally and others are man-made.	SB and TB 3.6 and 4.1	SB and TB 4.0
<i>Chemistry: Material changes</i>		
Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching.	SB and TB 3.0 and 3.1	SB and TB 3.2 and 4.1
Explore and describe the way some everyday materials change when they are heated or cooled.	SB and TB 3.2, 3.3, 3.4, 3.5	
Recognise that some materials can dissolve in water.	SB and TB 3.5	SB and TB 3.6
Physics		
<i>Physics: Light and dark</i>		
Identify different light sources including the sun.	SB and TB 1.1 and 1.2	SB and TB 1.0, 5.0, 5.1
Know that darkness is the absence of light.	SB and TB 1.3 and 5.4	SB and TB 1.4
Be able to identify shadows.	SB and TB 1.4	SB and TB 5.3
<i>Physics: Electricity</i>		
Recognise the components of simple circuits involving cells (batteries).	SB and TB 2.1, 2.2	SB and TB 2.3 and 2.5
Know how a switch can be used to break a circuit.	SB and TB 2.6, 2.7, 2.8	
<i>Physics: The Earth and beyond</i>		
Explore how the sun appears to move during the day and how shadows change.	SB and TB 5.1 and 5.3	SB and TB 5.4
Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.	SB and TB 5.4	

Oxford International Primary Science Stage 3 Matched to Stage 3 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
<i>Scientific enquiry: Ideas and evidence</i>		
Collect evidence in a variety of contexts to answer questions or test ideas.	3.1 SB and TB	3.5 SB and TB
<i>Scientific enquiry: Plan investigative work</i>		
Suggest ideas, make predictions and communicate these.	3.3 SB and TB	3.5 SB and TB
With help, think about collecting evidence and planning fair tests.	3.3 SB and TB	3.4 and 3.5 SB and TB
<i>Scientific enquiry: Obtain and present evidence</i>		
Observe and compare objects, living things and events.	3.1 and 3.5 SB and TB	3.4 and 3.6 SB and TB
Measure using simple equipment and record observations in a variety of ways.	3.6 SB and TB	3.1, 3.3, 3.4 and 3.5 SB and TB
Present results in drawings, bar charts and tables.	3.1 SB and TB	3.5 SB and TB
<i>Scientific enquiry: Consider evidence and approach</i>		
Draw conclusions from results and begin to use scientific knowledge to suggest explanations.	3.3 and 3.6 SB and TB	3.3 SB and 3.5 SB and TB
Make generalisations and begin to identify simple patterns in results.	3.2 SB	3.2 TB
Biology		
<i>Biology: Plants</i>		
Know that plants have roots, leaves, stems and flowers.	3.3 SB and TB	3.1 SB and TB
Explain observations that plants need water and light to grow.	3.3 SB and TB	3.1 SB and TB
Know that water is taken in through the roots and transported through the stem.	3.3 SB and TB	3.1 SB and TB
Know that plants need healthy roots, leaves and stems to grow well.	3.3 SB and TB	3.1 SB and TB
Know that plant growth is affected by temperature.	3.3 SB and TB	3.1 SB and TB



Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Biology: Humans and animals		
Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.	3.1 SB and TB	3.6 SB and TB
Describe differences between living and non-living things using knowledge of life processes.	3.1 SB	3.1 TB
Explore and research exercise and the adequate, varied diet needed to keep healthy.	3.6 SB	3.6 TB
Know that some foods can be damaging to health, e.g. very sweet and fatty foods.	3.6 SB	3.6 TB
Explore human senses and the ways we use them to learn about our world.	3.5 SB and TB	3.1 SB and TB
Sort living things into groups, using simple features and describe rationale for groupings.	3.1 SB	3.1 TB
Chemistry		
Chemistry: Material properties		
Know that every material has specific properties, e.g. hard, soft, shiny.	3.2 SB	3.2 TB
Sort materials according to their properties.	3.2 SB	3.2 TB
Explore how some materials are magnetic but many are not.	3.2 SB	3.2 TB
Discuss why materials are chosen for specific purposes on the basis of their properties.	3.2 SB	3.2 TB
Physics		
Physics: Forces and motion		
Know that pushes and pulls are examples of forces and that they can be measured with force meters.	3.4 SB	3.4 TB
Explore how forces can make objects start or stop moving.	3.4 SB	3.4 TB
Explore how forces can change the shape of objects.	3.4 SB	3.4 TB
Explore how forces, including friction, can make objects move faster or slower or change direction.	3.4 SB	3.4 TB

Oxford International Primary Science Stage 4 Matched to Stage 4 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
Scientific enquiry: Ideas and evidence		
Collect evidence in a variety of contexts.	4.1 SB and TB, 4.4 SB	4.2, 4.4 and 4.6 TB
Test an idea or prediction based on scientific knowledge and understanding.	4.1 and 4.2 SB and TB	4.3 and 4.5 TB
Scientific enquiry: Plan investigative work		
Suggest questions that can be tested and make predictions; communicate these.	4.1 SB and TB, 4.3 TB	4.2 TB
Design a fair test and plan how to collect sufficient evidence.	4.3 TB, 4.6 SB	4.1 SB and TB, 4.2, 4.4 and 4.6 TB
Choose apparatus and decide what to measure.	4.2 and 4.4 SB	4.1 TB, 4.2, 4.4 and 4.6 TB
Scientific enquiry: Obtain and present evidence		
Make relevant observations and comparisons in a variety of contexts.	4.1, 4.2 and 4.4	4.1, 4.5 and 4.6 TB
Measure temperature, time, force and length.	4.2 SB	4.2 TB
Begin to think about the need for repeated measurements of, for example, length.	4.6 SB	4.1 TB, 4.2 SB, 4.6 TB
Present results in drawings, bar charts and tables.	4.1, 4.2 and 4.4 SB and TB	4.6 SB
Scientific enquiry: Consider evidence and approach		
Identify simple trends and patterns in results and suggest explanations for some of these.	4.1 TB	4.1, 4.2 and 4.6 TB
Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others.	4.1 TB	4.1 SB, 4.6 TB
Link evidence to scientific knowledge and understanding in some contexts.	4.2 SB, 4.4 SB	4.2 TB, 4.4 TB
Biology		
Biology: Human and animals		
Know that humans (and some animals) have bony skeletons inside their bodies.	4.1 SB	4.1 TB
Know how skeletons grow as humans grow, support and protect the body.	4.1 SB	4.1 TB

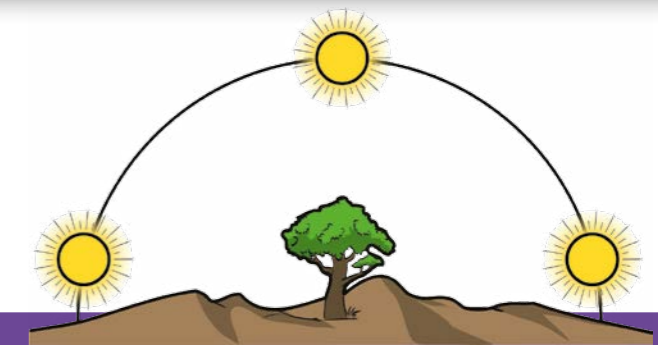


Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.	4.1 SB	4.1 TB
Explain the role of drugs as medicines.	4.1 SB	4.1 TB
<i>Biology: Living things in their environment</i>		
Investigate how different animals are found in different habitats and are suited to the environment in which they are found.	4.3 SB	4.3 TB
Use simple identification keys.	4.3 SB	4.3 TB
Recognise ways that human activity affects the environment e.g. river pollution, recycling waste.	4.3 SB	4.3 TB
Chemistry		
<i>Chemistry: States of matter</i>		
Know that matter can be solid, liquid or gas.	4.2 SB	4.2 TB
Investigate how materials change when they are heated and cooled.	4.2 SB	4.2 TB
Know that melting is when a solid turns into a liquid and is the reverse of freezing.	4.2 SB	4.2 TB
Observe how water turns into steam when it is heated but on cooling the steam turns back into water.	4.2 SB	4.2 TB
Physics		
<i>Physics: Sound</i>		
Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter.	4.6 SB	4.6 TB
Investigate how sound travels through different materials to the ear.	4.6 SB	4.6 TB
Investigate how some materials are effective in preventing sound from travelling through them.	4.6 SB	4.6 TB
Investigate the way pitch describes how high or low a sound is and that high and low sounds can be loud or soft. Secondary sources can be used.	4.6 SB	4.6 TB

Oxford International Primary Science Stage 5

Matched to Stage 5 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
<i>Scientific enquiry: Ideas and evidence</i>		
Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena.	SB and TB 5.5.7	SB and TB 5.5.8 / 5.5.9
Use observation and measurement to test predictions and make links.	SB and TB 5.1.2/5.6.1/ 5.6.2/5.6.4	SB and TB 5.2.5–5.4.1/ 5.4.2 5.4.3/ 5.5.3/ 5.6.6
<i>Scientific enquiry: Plan investigative work</i>		
Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these.	SB and TB 5.4.1/ 5.6.4	SB and TB 5.4.2/5.4.7/5.6.2
Use knowledge and understanding to plan how to carry out a fair test.	SB and TB 5.2.1/5.6.2/5.6.7	SB 5.2.5/5.4.5 TB 5.2.5/5.4.5/5.4.7
Collect sufficient evidence to test an idea.	SB and TB 5.4 / 5.5.3/5.6.2	
Identify factors that need to be taken into account in different contexts.	SB 5.4.2	TB 5.4.2
<i>Scientific enquiry: Obtain and present evidence</i>		
Make relevant observations.	SB 5.2.5/ 5.5.2/5.5.3/ 5.6.2/5.6.4/5.6.5/5.6.6 TB 5.2.5	TB 5.5.2/ 5.4.7/ 5.5.3/5.6.2/ 5.6.4/ 5.6.5/5.6.6 SB 5.4.1/5.4.7/5.4.1
Measure volume, temperature, time, length and force.	SB and TB 5.2.12 SB 5.2.13/ 5.4.2/ 5.4.5/ 5.5.3	TB 5.2.13/5.4.2/ 5.4.5/5.5.3
Discuss the need for repeated observations and measurements.	SB and TB 5.1.2	SB and TB 5.2.12/5.5.2/ 5.6.1/5.6.4/5.6.9
Present results in bar charts and line graphs.	SB and TB 5.2.11/5.5.4	SB and TB 5.3.6/5.4.6/ 5.4.7/5.6.8



Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
<i>Scientific enquiry: Consider evidence and approach</i>		
Decide whether results support predictions.	SB and TB 5.2.5/5.6.1/ 5.6.2/5.6.4	SB and TB 5.2.12/5.2.13/5.4.1
Begin to evaluate repeated results.	SB and TB 5.2.5/5.6.6	SB and TB 5.5.2
Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.	SB and TB 5.2.11/5.5.3	SB and TB 5.5.4
Interpret data and think about whether it is sufficient to draw conclusions.	SB 5.5.2 TB 5.4.1/ 5.5.2	SB and TB 5.6.5
Biology		
<i>Biology: Plants</i>		
Know that plants need energy from light for growth.	SB and TB 5.4.3	SB and TB 5.4.4/ 5.4.5/5.4.6
Know that plants reproduce.	SB and TB 5.3.1	SB and TB 5.3.2
Observe how seeds can be dispersed in a variety of ways.	SB 5.3.3 TB 5.3.3	SB and TB 5.3.4/5.3.9/ 5.3.1/ 5.3.11
Investigate how seeds need water and warmth for germination, but not light.	SB and TB 5.4.1	SB and TB 5.4.2/5.4.7
Know that insects pollinate some flowers.	SB and TB 5.3.5	SB and TB 5.3.6/5.3.10/5.3.11
Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female).	SB and TB 5.3.7	SB 5.3.8/5.3.11 TB 5.3.8/5.3.9/ 5.3.10/5.3.11
Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.	SB and TB 5.3.1	SB and TB 5.3.2/5.3.8/ 5.3.9/5.3.10/ 5.3.11
Chemistry		
<i>Chemistry: States of matter</i>		
Know that evaporation occurs when a liquid turns into a gas.	SB and TB 5.2.1	SB and TB 5.2.2/5.2.3/5.2.4
Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation.	SB and TB 5.2.5	SB and TB 5.2.6

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Know that air contains water vapour and when this meets a cold surface it may condense.	SB and TB 5.2.7	SB and TB 5.2.8
Know that the boiling point of water is 100°C and the melting point of ice is 0°C.	SB and TB 5.2.9	SB and TB 5.2.10/ 5.2.11/ 5.2.12
Know that when a liquid evaporates from a solution the solid is left behind.	SB and TB 5.2.13	SB and TB 5.2.14/5.2.15/ 5.2.16/5.2.17
Physics		
<i>Physics: Light</i>		
Observe that shadows are formed when light travelling from a source is blocked.	SB and TB 5.1.2/5.6.2/5.6.3	SB and TB 5.1.8
Investigate how the size of a shadow is affected by the position of the object.	SB and TB 5.1.2/5.6.4	SB and TB 5.6.9
Observe that shadows change in length and position throughout the day.	SB and TB 5.1.2/5.6.5	SB and TB 5.6.6/ 5.6.9
Know that light intensity can be measured.	SB and TB 5.6.7/5.6.8	SB and TB 5.6.9
Explore how opaque materials do not let light through and transparent materials let a lot of light through.	SB and TB 5.1.2/5.6.1/5.6.2	SB and TB 5.6.2/5.6.3/ 5.6.4/ 5.6.9
Know that we see light sources because light from the source enters our eyes.	SB and TB 5.1.1	SB and TB 5.1.8
Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.	SB and TB 5.1.3	SB and TB 5.1.4/5.1.5
Explore why a beam of light changes direction when it is reflected from a surface.	SB and TB 5.1.6	SB and TB 5.1.8
<i>Physics: The Earth and beyond</i>		
Explore, through modelling, that the sun does not move; its apparent movement is caused by the Earth spinning on its axis.	SB and TB 5.5.2/5.5.5/5.5.6	SB and TB 5.5.1/5.5.3
Know that the Earth spins on its axis once in every 24 hours.	SB and TB 5.5.5	SB and TB 5.5.2/5.5.6/5.5.9
Know that the Earth takes a year to orbit the sun, spinning as it goes.	SB and TB 5.5.6	SB and TB 5.5.9
Research the lives and discoveries of scientists who explored the solar system and stars.	SB and TB 5.5.7/5.5.8	SB and TB 5.5.9

Oxford International Primary Science Stage 6

Matched to Stage 6 of the Cambridge Primary Framework

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Scientific enquiry		
<i>Scientific enquiry: Ideas and evidence</i>		
Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.	SB and TB 6.5.3/6.6.1	SB and TB 6.6.11
Collect evidence and data to test ideas including predictions.	SB and TB 6.1.6/6.4.3 /6.6.2/ 6.6.9/6.6.11	SB and TB 6.4.5/6.6.8
<i>Scientific enquiry: Plan investigative work</i>		
Discuss how to turn ideas into a form that can be tested.	SB and TB 6.1.3/6.2.12/ 6.4.5/6.6.8	SB and TB 6.1.6 /6.2.11
Make predictions using scientific knowledge and understanding.	SB and TB 6.1.6/6.4.5/6.6.4/ 6.6.6/6.6.11	SB and TB 6.4.6/6.4.7/6.2.8/ 6.6.8/6.6.9
Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient.	SB and TB 6.1.6/6.2.11/ 6.2.12/6.4.5/6.6.10	
Identify factors that are relevant to a particular situation.	SB and TB 6.1.6 TB 6.2.11/6.5.3/6.6.5	SB and TB 6.2.3/6.2.12/6.5.4/ 6.5.5/6.5.6/6.5.7
Choose which equipment to use.	SB 6.2.3 TB 6.2.3/6.2.5/ 6.2.10/6.2.11/6.4.5	SB and TB 6.2.4
<i>Scientific enquiry: Obtain and present evidence</i>		
Make a variety of relevant observations and measurements using simple apparatus correctly.	SB and TB 6.1.6/ 6.2.7/6.2.8/6.2.10/ 6.2.12/6.4.3/ 6.6.4/ 6.6.8/6.6.10/6.6.11	SB and TB 6.4.5/6.6.2/ 6.6.5/6.6.6/6.6.8



Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Use tables, bar charts and line graphs to present results.	SB and TB 6.2.12/6.4.3/6.6.3	SB 6.2.11/ 6.4.5/6.5.2 TB 6.2.11/6.4.5/6.5.2/ 6.5.6
<i>Scientific enquiry: Consider evidence and approach</i>		
Make comparisons.	SB and TB 6.1.5/6.1.6/6.2.4/6.4.5	SB and TB 6.1.7/6.5.3
Evaluate repeated results.	SB and TB 6.4.3	SB and TB
Identify patterns in results and results that do not appear to fit the pattern.	SB and TB 6.1.3/6.4.1/6.6.3	SB and TB 6.2.11 /6.6.2/6.6.6
Use results to draw conclusions and to make further predictions.	SB and TB 6.1.3/6.4.5/6.6.6	SB and TB 6.2.2
Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.	SB and TB 6.1.6	
Say if and how evidence supports any prediction made.	SB and TB 6.1.6/6.4.5	
Biology		
<i>Biology: Humans and animals</i>		
Use scientific names for some major organs of body systems.	SB and TB 6.1.8	
Identify the position of major organs in the body.	SB and TB 6.1.1	
Describe the main functions of the major organs of the body.	SB and TB 6.1.2	SB and TB 6.1.3
Explain how the functions of the major organs are essential.	SB and TB 6.1.4/6.1.5	SB and TB 6.1.2
<i>Biology: Living things in the environment</i>		
Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.	SB and TB 6.5.1	SB and TB 6.5.2/ 6.5.3/6.5.4
Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.	SB and TB 6.5.5	SB and TB 6.5.6 /6.5.7/6.5.8
Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.	SB and TB 6.3.1	SB and TB 6.3.2
Know that food chains begin with a plant (the producer), which uses energy from the sun.	SB and TB 6.3.3	SB and TB 6.3.4/6.3.5

Cambridge learning objective	Unit Reference	
	Mainly covered here	Also covered here
Explore and construct food chains in a particular habitat.	SB and TB 6.3.8	SB and TB 6.3.9
Chemistry		
<i>Chemistry: Material changes</i>		
Distinguish between reversible and irreversible changes.	SB and TB 6.2.1/6.2.2	SB and TB 6.2.3/6.2.4/6.2.5
Explore how solids can be mixed and how it is often possible to separate them again.	SB and TB 6.2.6	
Observe, describe, record and begin to explain changes that occur when some solids are added to water.	SB and TB 6.2.7/6.2.8	
Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.	SB and TB 6.2.9	SB and TB 6.2.6/6.2.10
Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.	SB and TB 6.2.10	SB and TB 6.2.11/6.2.12
Physics		
<i>Physics: Forces and motion</i>		
Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.	SB and TB 6.6.1/6.6.2/6.6.4	
Recognise and use units of force, mass and weight and identify the direction in which forces act.	SB and TB 6.6.3/6.6.5/6.6.6/6.6.7	SB and TB 6.6.1
Understand the notion of energy in movement.	SB and TB 6.6.8/6.6.9	
Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.	SB and TB 6.6.10/6.6.11	SB and TB 6.6.7
<i>Physics: Electricity and magnetism</i>		
Investigate how some materials are better conductors of electricity than others.	SB and TB 6.4.1	SB and TB 6.4.2
Investigate how some metals are good conductors of electricity while most other materials are not.	SB and TB 6.4.3	
Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.	SB and TB 6.4.4	
Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.	SB and TB 6.4.5	
Represent series circuits with drawings and conventional symbols.	SB and TB 6.4.6	SB and TB 6.4.7/6.4.8

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