



وزارة التعليم

Science Curriculum Framework

Grades (1-6) –Bilingual Program
2026-2027

الإطار المنهجي لمادة العلوم
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Introduction

Science is a key field of knowledge required to raise today's children to become tomorrow's competent citizens. It is a key to innovation, global competitiveness, and human advancement. Therefore, teaching science should fulfill the needs of present time and prepare to future expectations. Science education should emphasize encouragement of innate curiosity and creativity yet build and guide the students to apply the scientific method of thinking. Therefore, students must be trained on daily basis to practice the scientific approach to state hypothesis, perform experiments, collect, analyze and interpret data, and ultimately find answers to questions. During this process, it is very important to foster students' positive attitudes towards society, environment and general ethics.

This curriculum is made to prepare our students to be sufficiently adept as effective citizens, able to function in, contribute to an increasingly technologically driven world, and enable students to view the pursuit of science as meaningful and useful. It has been designed to guide teachers in leading their students to successfully develop their scientific skills, knowledge and attitude.

The syllabus also involves the main aims to take into consideration when leading the science learning process. It also clearly defines the skills that need to be gained and the different levels of mental process that the student should go through during this level (grades 1-6) and accordingly, their skills and abilities to be assessed.

Taking into consideration the characteristics of the concerned age level and their developmental needs, in line with the most recent educational resources internationally available, the proposed subject topics are listed in this syllabus along with a set of a broad learning objectives.

The overall aims of science standards are that students should:

1. Develop confidence, scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics.
2. Have a greater awareness of the role of Science and Technology in Everyday life.
3. Develop understanding of nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around.
4. Understand the application of some basic scientific ideas and concepts in everyday situations and apply knowledge, skills and resources in designing and making tasks.
5. Develop curiosity and excitement in science and its application and stimulate them to ask questions about science and natural phenomena.
6. Observe, ask questions, discern patterns, hypothesize, plan, experiment, design, make, measure, discuss, analyse and evaluate results and so develop a scientific approach to problem-solving.
7. Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
8. Plan, design and perform experiments to test theories and hypotheses.
9. Develop the ability to work independently and collaboratively with others when necessary.
10. Apply and use scientific knowledge, skills and resources in designing and making tasks
11. Become actively involved in the discussion, exploration and resolution of environmental issues
12. Be aware of the ethical, social and environmental applications and recognize the limitations of science.
13. Be prepared towards using scientific knowledge and methods in making personal decisions.
14. Understand and apply safety in scientific and technological investigations and activities.

Acquiring scientific skills

The activities are designed to help the primary years' children to develop number of thinking and practical skills that would enable them to work in a scientific manner and to help children gain and refine these skills so that the children would have the tools required to develop their skills in scientific investigations and how they understand science.

Attitudes and Ethics

Attitudes that children should be encouraged to develop should include:

- Curiosity by exploring the environment and question what they find.
- Creativity by suggesting innovative and relevant ways to solve problems.
- Integrity by handling and communicating data and information with integrity.
- Objectivity by seeking data and information to validate observations and explanations objectively.
- Open-mindedness by accepting all knowledge as tentative and willing to change their view if the evidence is convincing.
- Perseverance by pursuing a problem until a satisfactory solution is found.
- Responsibility by showing care and concern for living things and awareness of the responsibility they have for the quality of the environment.
- Appreciate and acknowledge the achievements of previous scientists.
- Realise that with science we can bring great benefits to humanity also if it is abused can cause serious damage to the environment.

ICT application:

Different activities in which children can use information and communication technology (ICT) are provided through this syllabus in order to play a full part in modern society. Teachers could select from the following possible uses of ICT for their science lessons:

- A digital camera to capture images, record observations and make displays.
- Computer games to help to reinforce children's basic knowledge
- The secured websites as a source of information.
- A simple database to organize and share results of investigations.
- An interactive whiteboard to enter and display information.
- Use of animations and simulations to visualize scientific ideas.

Skills to be assessed:

Assessment is an important part of the teaching and learning process. It provides information to the teacher about student's achievements in relation to the learning objectives.

Students' learning is assessed based on the assessment objectives outlined in the Assessment Documentation of Students Learning in Second Field Subjects (Grades 1-4) and Student Assessment Handbook for Science (Grades 5–10) for Private Schools, issued by the Directorate General of Educational Assessment. The handbook is circulated through the official correspondence system and is also available on the Educational Portal (www.moe.gov.om). It should be consulted when planning and implementing assessment practices in science.

How to use this Framework?

This curriculum framework is arranged according to the following manner:

- **Learning Objectives:** Indicate the scope of the content which provide an overview of what students are expected to achieve at the end of the unit.
- **Skills:** Indicate capacities to be acquired and developed through the scientific activities and engaging students actively in the class throughout the course. Teachers should focus on the listed skills while performing the lessons.

The numbering key: [Unit–Learning outcome]

e.g. **Unit 2.** (2. Sound) and **2.3 is the third learning objective: 2.3** Identify things that require electricity to work.

For the topics and activities refer to the textbooks that are recommended by MOE in the approved books list.

Note:

When implementing lessons and covering learning outcomes, it is preferable to adhere to the order of topics in the student's textbooks, even if it differs from the sequence of learning objectives in this curriculum framework, while ensuring that all objectives are covered. Additionally, there may be enriching topics and ideas in the books that are not covered by the learning objectives. It is acceptable to address them if the time is sufficient.

Learning Objectives by grade¹

Grade 1		
Unit	Learning objectives	Skills
Semester 1		
1. Living things	1.1. Recognise and name the major parts of familiar flowering plants (limited to roots, leaves, stems, and flowers). 1.2. Identify living things and things that have never been alive. 1.3. Know that plants need light and water to survive.	• Ask questions • Predict • Sort and group • Use equipment appropriately • Take measurement • Follow instructions safely • Collect and record observations and measurements • Describe • Talk
2. Sound	1.1. Identify different sources of sound. 1.2. Explore that as sound travels from a source it becomes quieter. 1.3. Identify things that require electricity to work ²	
3. Materials in my world	3.1 Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric. 3.2 Understand the difference between an object and a material. 3.3 Understand that all materials have a variety of properties. 3.4 Describe common materials in terms of their properties. 3.5 Describe how materials can be changed by physical action, e.g., stretching, compressing, bending and twisting.	

¹ The information in this section is taken from Cambridge Primary curriculum framework (0097) with mild modification.

² In some resources this objective can be found within the unit 'Electricity and magnetism'

Grade 1		
Unit	Learning objectives	Skills
Semester 2		
4. The Earth ³	1.1. Know that Earth is mostly covered in water. 1.2. Describe land as being made of rock and soil. 1.3. Know that Earth is the planet on which we live. 1.4. Describe the Sun as a source of heat and light, and as one of many stars.	
5. Ourselves	5.1. Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part. 5.2. Recognise and name the major external parts of the human body. 5.3. Know that animals, including humans, need air, water and suitable food to survive. 5.4. Describe how humans are similar to and different from each other.	
6. Forces ³	6.1 Explore, talk about and describe the movement of familiar objects. 6.2 Describe pushes and pulls as forces. 6.3 Explore that some objects float and some sink. 6.4 Explore, talk about, and describe what happens when magnets approach and touch different materials ⁴ .	

³ Schools that implement Active Science (Cambridge Alston) should use external resources to cover this unit, such as the approved educational resources for private schools that are listed in the Science Newsletter (1-12) 2025/2026.

⁴ In some resources this objective can be found within the unit 'Electricity and magnetism'

Grade 2		
Unit	Learning objectives	Skills
Semester 1		
1. Environment and habitats	1.1 Know that an environment in which a plant or animal naturally lives is its habitat. 1.2 Know that different habitats contain different plants and animals. 1.3 Identify similarities and differences between local environments in terms of hot, cold, dry, wet, many plants, few plants, many animals and few animals. 1.4 Describe and compare different types of rock. 1.5 Know rocks are extracted from the Earth in different ways, including from quarries, mines and riverbeds. 1.6 Know that human activity can affect the environment.	• Know what is a model • Make a model • Use a model • Describe the difference between a diagram and a picture • Identify simple patterns • Ask questions • Predict • Sort and group • Use equipment appropriately • Take measurement • Follow instructions safely • Observe • Answer questions • Record • Describe • Present and interpret results • Talk
2. Forces and movements	2.1 Know that forces can change the movement of an object. 2.2 Know that forces can change the shape of an object. 2.3 Recognise that things will only speed up, slow down or change direction when something else causes them to do so.	
3. Getting materials right	3.1 Understand that some materials occur naturally and others are manufactured. 3.2 Describe a property as a characteristic of a material and understand that materials can have more than one property. 3.3 Explain why materials are chosen for specific purposes on the basis of their properties. 3.4 Know that materials can be tested to determine their properties. 3.5 Know that some changes can turn a material into a different material.	

Grade 2		
Unit	Learning objectives	Skills
Semester 2		
4. Humans and animals grow	4.1 Compare how animals, including humans, are similar and different in their external body parts and skin covering. 4.2 Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth. 4.3 Know that humans need to manage diet, maintain hygiene and move regularly to be healthy. 4.4 Describe what illness is and describe the common signs of illness in humans. 4.5 Describe how the offspring of animals, including humans, change as they become older. 4.6 Know that animals, including humans, produce offspring that have a combination of features from their parents.	
5. Light	5.1 Know that there are many light sources, including the Sun. 5.2 Know that darkness is the absence of light. 5.3 Describe the apparent movement of the Sun during the day.	
6. Electricity	6.1 Identify how we use electricity and describe how to be safe with it. 6.2 Recognize the components of simple circuits (limited to cells, wires and lamps). 6.3 Explore the construction of simple series circuits (limited to cells, wires and lamps).	

Grade 3		
Unit	Learning objectives	Skills
Semester 1		
1. Plants and living things	1.1 Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers). 1.2 Describe differences between things that are living, that were once alive and that have never lived. 1.3 Know that life processes common to plants and animals include nutrition, growth, movement and reproduction. 1.4 Know that plants need appropriate conditions, including temperature, light and water, to be healthy.	• Know the three types of models • Make a model • Use a model • Draw a diagram • Ask scientific questions • Predict • Identify • Explain • Sort, group and classify • Use equipment appropriately • Take measurement • Follow instructions safely • Answer scientific questions • Observe • Record • Describe • Conclude • Present and interpret results • Talk
2. Mixing materials	2.1 Know that materials can be solids, liquids or gases. 2.2 Understand that a mixture contains two or more materials, where the materials can be physically separated. 2.3 Describe differences in the properties of solids and liquids. 2.4 Understand that materials, generally, retain their properties within a mixture. 2.5 Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required). 2.6 Describe how to separate a mixture of an insoluble solid and a liquid. 2.7 Know that when a solid dissolve in a liquid the solid is still present, and this is an example of mixing. 2.8 Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks⁵.	

⁵ In some resources, you may find this outcome covered in a unit different from the one that covers the previous outcomes, for example, under a unit titled: 'Fossils and rocks' or 'Materials'.

Grade 3		
Unit	Learning objectives	Skills
3. Light and shadows	3.1 Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque. 3.2 Know that shadows are formed when light from a source is blocked by an object. 3.3 Investigate how the size of a shadow is affected by the position of the object and the position of the light source.	
4. Forces	4.1 Know that forces can be measured with a forcemeter. 4.2 Know that gravity on Earth is a force that pulls towards the center of the Earth. 4.3 Know that friction is a force created between surfaces when they move against each other, and it makes this movement harder. 4.4 Describe how smooth and rough surfaces can generate different amounts of friction.	

Grade 3		
Unit	Learning objectives	Skills
Semester 2		
5. Magnetism	5.1 Describe magnets as having a north pole and a south pole. 5.2 Describe how magnets interact when near each other, using the terms repel and attract. 5.3 Investigate how some materials are magnetic, but many are not.	
6. Staying alive	6.1 Identify the distinguishing features of different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects. 6.2 Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions. 6.3 Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies. 6.4 Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals. 6.5 Know that fossils are impressions, or remains, of things that were once alive.	
7. The earth and moon	7.1 Describe the regular change in the position and appearance of the Moon. 7.2 Describe the relative movement of the Earth and Moon. 7.3 Describe the Earth, Sun and Moon as approximately spherical.	

Grade 4		
Unit	Learning objectives	Skills
Semester 1		
1. Living things	1.1 Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones). 1.2 Know that bones move because pairs of muscles that are attached to them contract and relax. 1.3 Describe some of the important functions of skeletons (limited to protecting and supporting organs, enabling movement and giving shape to the body). 1.4 Know that some animals have an exoskeleton. 1.5 Identify vertebrates as animals with a backbone and invertebrates as animals without a backbone. 1.6 Know that medicines can be used to treat some illnesses and describe how to use them safely. 1.7 Know that plants and animals can have infectious diseases, and vaccinations can prevent some infectious diseases of animals. 1.8 Describe the importance of movement in maintaining human health.	• Use a model • Draw a diagram • Ask scientific questions • Predict • Identify • Explain • Sort, group and classify • Use equipment appropriately • Take measurements • Follow instructions safely • Answer scientific questions • Observe • Record

Grade 4		
Unit	Learning objectives	Skills
2. Energy	2.1. Know that plants and animals need energy to grow, live and be healthy, and plants get their energy from light while animals get their energy from eating plants or other animals. 2.2. Know that energy is present in all matter and in sound, light and heat. 2.3. Know that energy cannot be made, lost, used up or destroyed but it can be transferred. 2.4. Know that energy is required for any movement or action to happen. 2.5. Know that not all energy is transferred from one object to another, but often some energy during a process can be transferred to the surrounding environment and this can be detected as sound, light or temperature increase.	• Describe • Conclude • Present and interpret results • Talk
3. Materials	3.1 Describe the particle model for solids and liquids. 3.2 Understand the difference between materials, substances and particles. 3.3 Know that particles are in constant motion, even when in a solid. 3.4 Use the particle model to explain the properties of solids and liquids. 3.5 Describe and explain how some solids can behave like liquids (e.g. powders), referring to the particle model. 3.6 Describe solidification/freezing and melting, using the particle model to describe the change of state. 3.7 Understand that the change of state of a substance is a physical process. 3.8 Know that some substances will react with another substance to produce one or more new substances, and this is called a chemical reaction.	

Grade 4		
Unit	Learning objectives	Skills
Semester 2		
4. Earth and its habitats	4.1 Know that different animals are found in, and suited to, different habitats. 4.2 Know plants and animals can survive in environments other than their habitats. 4.3 Describe food chains as being made of producers and consumers, and classify consumers as herbivores, omnivores, carnivores, predators and/or prey. 4.4 Describe the model of the structure of the Earth which includes a core, a mantle, and a crust. 4.5 Describe common features of volcanoes and know they are found at breaks in the Earth's crust. 4.6 Know that the Earth's crust moves and when parts move suddenly this is called an earthquake.	
5. Light	5.1 Know that light travels in straight lines and this can be represented with ray diagrams. 5.2 Know that light can reflect off surfaces. 5.3 Describe how objects which are not light sources are seen. 5.4 Explain why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day, and changes in shadows. 5.5 Name the planets in the Solar System. 5.6 Know that the Sun is at the center of the Solar System. 5.7 Know that planetary systems can contain stars, planets, asteroids and comets.	
6. Electricity	6.1 Know that an electrical device will not work if there is a break in the circuit. 6.2 Describe how a simple switch is used to open and close a circuit. 6.3 Describe how changing the number or type of components in a series circuit can make a lamp brighter or dimmer. 6.4 Know some materials are good electrical conductors, especially metals, and some are good electrical insulators.	

Grade 5		
Unit	Learning objectives	Skills
Semester 1		
1. Life cycles of flowering plants	1.1 Know that not all plants produce flowers. 1.2 Identify the parts of a flower (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary). 1.3 Describe the functions of the parts of a flower (limited to petals, anthers, stigma and ovary). 1.4 Know the stages in the life cycle of a flowering plant. 1.5 Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal. 1.6 Describe seed germination and know that seeds, in general, require water and an appropriate temperature to germinate. 1.7 Describe how flowering plants are adapted to attract pollinators and promote seed dispersal.	• Use a model • Draw a diagram • Ask scientific questions • select • Predict • Plan • Identify • Explain • Sort, group and classify • Use equipment appropriately • Take measurement • Follow instructions safely • Answer scientific questions
2. Sound	2.1 Investigate how sounds are made by vibrating sources. 2.2 Describe sounds in terms of high or low pitch and loud or quiet volume. 2.3 Investigate how to change the volume and pitch of sounds.	• Observe • Record • Collect • Describe • Decide • Conclude • suggest • Present and interpret results

Grade 5		
Unit	Learning objectives	Skills
3. States and properties of matter	3.1 Use the particle model to describe solid, liquids (including solutions) and gases. 3.2 Understand that substances can be gaseous and know the common gases at room temperature (limited to oxygen, carbon dioxide, water (vapor), nitrogen and hydrogen). 3.3 Know that the ability of a solid to dissolve and the ability of a liquid to act as a solvent are properties of the solid and liquid. 3.4 Know the main properties of water (limited to boiling point, melting point, expands when it solidifies, and its ability to dissolve a range of substances) and know that water acts differently from many other substances. 3.5 Describe the processes of evaporation and condensation, using the particle model and relating the processes to changes in temperature. 3.6 Understand that dissolving is a reversible process and investigate how to separate the solvent and solute after a solution is formed. 3.7 Investigate and describe the process of dissolving, and relate it to mixing.	• Talk • Discuss
4. The atmosphere and the water cycle	4.1 Know that the Earth is surrounded by a layer of air called the atmosphere, which is a mixture of different gases (including nitrogen, carbon dioxide and oxygen). 4.2 Understand that most water on Earth is not pure and has dissolved substances in it. 4.3 Understand that pollution is the introduction of substances by humans that harm the environment and identify examples of pollution. 4.4 Describe the water cycle (limited to evaporation, condensation and precipitation).	

Grade 5		
Unit	Learning objectives	Skills
Semester 2		
5. The digestive system	5.1 Describe the human digestive system, including the functions of the organs involved (limited to mouth, oesophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have a similar digestive system. 5.2 Know that animals, including humans, need an adequate, balanced diet in order to be healthy.	
6. Forces and magnetism	6.1 Identify a range of forces (limited to gravity, applied forces, normal forces, upthrust, friction, air resistance and water resistance). 6.2 Know that an object may have multiple forces acting upon it, even when at rest. 6.3 Use force diagrams to show the name and direction of forces acting on an object. 6.4 Know the difference between a magnet and a magnetic material. 6.5 Know that forces act over a distance between magnets, and between a magnet and a magnetic material. 6.6 Know that magnets can have different magnetic strengths. 6.7 Know that a satellite is an object in space that orbits a larger object and a moon is a natural satellite that orbits a planet⁶.	
7. Seasons and adaptation of plants and animals	7.1 Describe how plants and animals are adapted to environments that are hot, cold, wet and/or dry. 7.2 Describe the common adaptations of predator and prey animals. 7.3 Describe the orbit of the Earth around the Sun (limited to slight ellipse, anticlockwise direction and the duration). 7.4 Describe how the tilt of the Earth can create different seasons in different places.	

⁶ In some resources, you may find this outcome covered in a unit different from the one that covers the previous outcomes, for example, under a unit titled: ‘Movement of Earth’.

Grade 6		
Unit	Learning objectives	Skills
Semester 1		
1. The human body	1.1 Describe the human circulatory system in terms of the heart pumping blood through arteries, capillaries and veins, describe its function (limited to transporting oxygen, nutrients and waste) and know that many vertebrates have a similar circulatory system. 1.2 Describe the human respiratory system in terms of oxygen from the air moving into the blood in the lungs and know that many vertebrates have a similar respiratory system. 1.3 Know that some diseases can be caused by infection with viruses, bacteria, parasites or fungi that can be passed from one host to another. 1.4 Describe how good hygiene can control the spread of diseases transmitted in water, food and body fluids, and describe ways to avoid being bitten by insect vectors. 1.5 Know that humans have defense mechanisms against infectious diseases, including skin, stomach acid and mucus.	• Use a model • Draw a diagram • Ask scientific questions • select • Predict • Plan • Identify • Explain • Sort, group and classify • Use equipment appropriately • Take measurement • Follow instructions safely • Answer scientific questions • Observe • Record • Collect • Describe • Decide • Conclude • suggest • Present and interpret results • Talk
2. Material properties and changes	2.1 Know that the temperature at which a substance changes state is a property of the substance. 2.2 Know that gases have properties, including mass. 2.3 Understand that electrical conductivity and thermal conductivity are properties of a substance. 2.4 Identify and describe physical changes that are reversible. 2.5 Describe how temperature affects solids dissolving in liquids and relate it to the particle model. 2.6 Describe the difference between boiling and evaporation. 2.7 Understand that chemical reactions involve substances, called reactants, interacting to form new substances, called products. 2.8 Observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature).	

Grade 6		
Unit	Learning objectives	Skills
Semester 1		Discuss
3. Rocks, the rock cycle and soil	3.1 Know that rocks can be classified as metamorphic, igneous, and sedimentary, and describe the identifying features of each type of rock. 3.2 Describe the way fossils can form in sedimentary rocks. 3.3 Know that there are different types of soils and they can be classified based on their clay, sand and organic content. 3.4 Know that soil composition can change, which can support, or hinder, plant growth. 3.5 Describe the rock cycle and the formation of metamorphic, igneous and sedimentary rocks in terms of solidification, erosion, sedimentation, burial, metamorphism and melting.	
Semester 2		
4. Food chains and food webs	4.1 Interpret food webs and identify food chains within them. 4.2 Know that some substances can be toxic and damage living things, and that these substances can move through a food chain/web. 4.3 Identify the energy source of a food chain/web and describe how energy is transferred through a food chain/web.	

Grade 6		
Unit	Learning objectives	Skills
5. Forces and electricity	5.1 Describe the difference between mass, measured in kilograms (kg), and weight, measured in newtons (N) 5.2 Describe the effect of gravity and know that when gravity changes, the weight of an object changes but the mass does not. 5.3 Use force diagrams to show the name, size and direction of forces acting on an object. 5.4 Describe the effect of different forces on an object at rest and in motion. 5.5 Recognise that the mass and shape of an object can affect if it floats or sinks. 5.6 Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps and buzzers. 5.7 Make simple circuits and compare the brightness of lamps in series and parallel circuits.	
6. Light and solar system	6.1 Describe how a ray of light changes direction when it is reflected from a plane mirror. 6.2 Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction. 6.3 Describe the relative position and movement of the planets, the Moon and the Sun in the Solar System. 6.4 Observe and describe the changes in the appearance of the Moon over its monthly cycle.	

Yearly plan

	Grade #	Semester one	Semester two
1	Grade 1	1. Living things 2. Sound 3. Materials in my world	4. The Earth 5. Ourselves 6. Forces
2	Grade 2	1. Environment and habitats 2. Forces and movements 3. Getting materials right	4. Humans and animals grow 5. Light 6. Electricity
3	Grade 3	1. Plants and living things 2. Mixing materials 3. Light and shadows 4. Forces	5. Magnetism 6. Staying alive 7. The earth and moon
4	Grade 4	1. Living things 2. Energy 3. Materials	4. Earth and its habitats 5. Light 6. Electricity
5	Grade 5	1. Life cycles of flowering plants 2. Sound 3. States and properties of matter 4. The atmosphere and the water cycle	5. The digestive system 6. Forces and magnetism 7. Seasons and adaptation of plants and animals
6	Grade 6	1. The human body 2. Material properties and changes 3. Rocks, the rock cycle and soil	4. Food chains and food webs 5. Forces and electricity 6. Light and solar system

References:

1. Cambridge Primary Science Curriculum Framework (0097) 2020, Cambridge Assessment International Education, United Kingdom.
2. https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_prsciencerationale.pdf
3. https://www.curriculumonline.ie/getmedia/346522bd-f9f6-49ce-9676-49b59fdb5505/PSEC03c_Science_Curriculum.pdf
4. <https://castle.eiu.edu/~scienced/3290/science/process/crb.html>

End of Curriculum Framework
