

Science

Big Idea: Creativity						
National Curriculum	<p>Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> <p><u>Working Scientifically:</u> Perform simple tests.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Observe closely, using simple equipment.</p> <p>Gather and record data to help in answering questions.</p> <p><u>Animals, including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Working Scientifically:</u> Gather and record data to help in answering questions.</p> <p>Perform simple tests.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Identify and classify.</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p><u>Animals, including humans</u> Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>Uses of everyday materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p><u>Living things & their habitats</u> 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.</p>	<p><u>Working Scientifically:</u> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> <p><u>Working Scientifically:</u> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p><u>Animals, including humans</u> Describe the simple functions of the basic parts of the digestive system in humans.</p> <p><u>Sound</u> Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>Working Scientifically:</u> 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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>	<p><u>Working Scientifically:</u> 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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p><u>Evolution & inheritance</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>

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ASPECT: Report and Conclude						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Talk about what they have done and say, with help, what they think they have found out.	Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
Knowledge	The results are information that has been found out from an investigation.	The results are information that has been found out from an investigation and can be used to answer a question.	Results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that uses the evidence collected.	Results are information, such as data or observations, that have been found out from an investigation. A conclusion is the answer to a question that uses the evidence collected.	The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is an explanation of what has been discovered using evidence collected.	Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.
Topic / Coverage	Superheroes The Enchanted Woodland Dinosaur Planet Moon Zoom!	Beachcombers Muck, Mess & Mixtures The Scented Garden Towers, Tunnels and Turrets Wriggle & Crawl	Woven into investigations across science – plants, light, rocks, forces & magnets	Blue Abyss Burps, Bottom and Bile Playlist	Covered in weekly science lesson - forces	Weekly science lesson - circulation

Science

ASPECT: Gather and record data						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).	Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.
Knowledge	Data can be recorded and displayed in different ways, including tables, pictograms and drawings.	Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.	Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions.	Data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams.	Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams.	Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.
Topic / Coverage	Moon Zoom! The Enchanted Woodland	Beachcombers) Land Ahoy! The Scented Garden) Towers, Tunnels and Turrets Wriggle and Crawl	Predators! Tremors Tribal Tales	Blue Abyss Burps, Bottoms and Bile	Not covered in curriculum. Covered in weekly science – animals and forces.	Frozen Kingdom