



**Science Curriculum  
And  
Progression Of Key Skills  
Year 1 – Year 6**

**Autumn 1**

**Autumn 2**

**Spring 1**

**Spring 2**

**Summer 1**

**Summer 2**

## Year 1

<p><b>Topic:</b> Biology - Animals, including Humans.</p> <p><b>Significant Individuals:</b> David Attenborough Steve Backshaw Cbeebies Andy's Adventures</p> <p><b>Teaching and Learning:</b> Inference square + Knowledge Mat Assessment What do you know? What questions do you have?</p> <p>-Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets).</p> <p>-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>Knowledge Mat Assessment</p> <p>Visit from Zoo Lab</p>	<p><b>Topic:</b> Chemistry - Everyday Materials.</p> <p><b>Significant Individuals:</b> Leo Hendrik Baekeland Ole Kirk Christiansen</p> <p><b>Teaching and Learning:</b> Inference square + Knowledge Mat Assessment What do you know? What questions do you have?</p> <p>- Distinguish between an object and the material from which it is made. Manufactured and natural materials.</p> <p>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Children to go on whole school material trail.</p> <p>- Describe the simple physical properties of a variety of everyday materials. For example: hard, soft, brittle, transparent, opaque etc...</p> <p>- Investigative questions regarding materials. For example: What is the best material for an umbrella? Why?</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Plants</p> <p><b>Significant Individuals:</b> Mr. Bloom - Plant Nursery - BBC</p> <p><b>Teaching and Learning:</b> Inference square + Knowledge Mat Assessment What do you know? What questions do you have?</p> <p>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, fruits and vegetables.</p> <p>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>-Compare local plants and exotic plants and what they need to survive.</p> <p>- Make predictions about growing plants and observe this from seeds (broad bean or sunflower) Investigate over time, using simple drawings as recordings.</p> <p>Knowledge Mat Assessment</p>
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		<p>Possible links to English - Design a house using appropriate materials (The three little pigs).</p> <p>Possible links to History What are toys made from?</p>	
	<p><b>Topic:</b> Physics/Biology - Seasonal Changes</p> <p>-Observe changes across the four seasons</p> <p>-Observe and describe weather associated with the seasons and how day length varies.</p> <p>Class weather station will help to explore changes over the year.</p> <p>Park Visits to be arranged for each term. Children will partake in observational drawings of plants and trees. They will consider before going what is the correct attire to bring and be able to explain their choices. Children will record and interpret charts and tables of wildlife and natural findings.</p> <p>Possible links to RE, Geography, History, English</p> <p>Yearlong observational chart to go around classroom.</p>		
	<p><b>Working Scientifically</b></p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<p><b>Topic:</b> Chemistry - Everyday Materials</p> <p><b>Significant Individuals:</b> Charles Macintosh</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Animals, including Humans</p> <p><b>Significant Individuals:</b> Carl Hagenbeck</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>-Notice that animals, including humans, have offspring which grow into adults.</li> <li>- Find out about and describe the basic needs of animals. Including humans, for survival (water, food and air).</li> <li>- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>		<p><b>Topic:</b> Biology - Living Things and their Habitats</p> <p><b>Significant Individuals:</b> Sir David Attenborough</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>-Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>-Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>-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.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="text-align: center; color: red;">Visit to local farm including links to previous unit VR Goggles - Exploration of habitats</p>		<p><b>Topic:</b> Biology - Plants</p> <p><b>Significant Individuals:</b> Tim Smit</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants.</li> <li>- Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="text-align: center; color: red;">Children to take ownership of KS1 garden and flowers around school.</p>
	<b>Working Scientifically</b>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><b>Topic:</b> Biology - Animals Including Humans</p> <p><b>Significant Individual</b> Sir David Attenborough.</p> <p><b>Teaching and Learning</b> Knowledge Mat Assessment</p> <p>- 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.</p> <p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Knowledge Mat Assessment</p>	<p><b>Topic:</b> Chemistry - Rocks</p> <p><b>Significant Individual</b> Mary Anning</p> <p><b>Teaching and Learning</b> Knowledge Mat Assessment</p> <p>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Rocks/ stone around school)</p> <p>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>-Recognise that soils are made from rocks and organic matter.</p> <p>Knowledge Mat Assessment</p> <p>Children to take part in the big dig (In school fossil hunt).</p>	<p><b>Topic:</b> Physics - Light</p> <p><b>Significant Individual</b> Thomas Young</p> <p><b>Teaching and Learning</b> Knowledge Mat Assessment</p> <p>-Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>- Notice that light is reflected from surfaces.</p> <p>-Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>-Recognise that shadows are formed when the light from a light source is blocked an opaque object.</p> <p>- Find patterns in the way that the sizes of shadows change.</p> <p>Knowledge Mat Assessment</p> <p>Explore Dome - Light Show</p>	<p><b>Topic:</b> Physics - Forces and Magnets</p> <p><b>Significant Individual:</b> Sir Isaac Newton Galileo</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>- Compare how things move on different surfaces.</p> <p>-Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>-Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>-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.</p> <p>-Describe magnets as having two poles.</p> <p>-Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Knowledge Mat Assessment</p> <p>Science Museum - Feel the Force Trail</p>	<p><b>Topic:</b> Biology - Plants</p> <p><b>Significant Individual</b> George W.Carver Tom Hart Dyke</p> <p><b>Teaching and Learning</b> Knowledge Mat Assessment</p> <p>-Identify and describe the functions of different parts of flowering plants: roots. Stem/trunk, leaves and flowers.</p> <p>-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. (Mrs Jenkins - Garden Club)</p> <p>-Investigate the way water is transported within plants.</p> <p>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal.</p> <p>Knowledge Mat Assessment</p>	

					Visit to Capel Manor Gardens
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<p><b>Topic:</b> Biology - Living Things and their Habitats</p> <p><b>Significant Individuals:</b> Evelyn Cheeseman Carl Linneaus</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>- Recognise that living things can be grouped in a variety of ways. Invertebrate hunt in school or park visit.</p> <p>- Explore and use classification keys to help group, identify and name a variety of living things.</p> <p>-Recognise that environments can change and that this can sometimes pose dangers to living things. Design and create an invertebrate hotel.</p> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="color: red;">Visit to Forty Hall for a forest and pond visit, Visit to Jubilee Park - Mini-beasts.</p>	<p><b>Topic:</b> Chemistry - States of Matter</p> <p><b>Significant Individuals:</b> Alfred Nobel</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>-Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>- 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 (oC).</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Animals including Humans</p> <p><b>Significant Individuals:</b> Charles Darwin</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>-Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>-Identify the different types of teeth in humans and their simple functions.</p> <p>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="color: red;">Visit to school from a dentist</p> <p>Possible links to PSHE</p>	<p><b>Topic:</b> Physics - Electricity</p> <p><b>Significant Individuals:</b> Michael Faraday Nikola Tesla Albert Einstein</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>- Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>- 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.</p> <p>- Recognise that a switch opens and closes a circuit and associate this with</p>	<p><b>Topic:</b> Physics - Sound</p> <p><b>Significant Individuals:</b> Aristotle Galileo, Da Vinci</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <p>- 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>- Find patterns between pitch of a sound and features of the object that produced it.</p> <p>-Find patterns between the volume of a sound and the</p>	

				<p>whether or not a lamp lights in a simple series circuit.</p> <p>-Recognise some common conductors and insulators, and associate metals with being good conductors. To build a pressure alarm to stop burglars.</p> <p>Knowledge Mat Assessment</p>	<p>strength of the vibrations that produced it.</p> <p>-Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Knowledge Mat Assessment</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<p><b>Topic:</b> Chemistry - Properties and Changes of Materials</p> <p><b>Significant Individuals:</b> Stephanie Kwolek Walter L. Hawkins</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets,</li> <li>- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including</li> </ul>	<p><b>Topic:</b> Physics - Forces</p> <p><b>Significant Individuals:</b> Issac Newton Galileo</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.</li> <li>- Identify the effects of air resistance, water resistance and friction, the act between moving surfaces.</li> <li>- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Living Things and Their Habitats</p> <p><b>Significant Individuals:</b> Eva Crane</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- Describe the life processes of reproduction in some plants and animals.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p>Explore Dome – Environments.</p>	<p><b>Topic:</b> Physics - Earth and Space</p> <p><b>Significant Individuals:</b> Neil Armstrong Mae Jemison Katherine Johnson Stephen Hawkins Tim Peak</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Describe the movement of the earth, and other planets, relative to the sun in the solar system.</li> <li>- Describe the movement of the moon relative to the earth.</li> <li>- Describe the sun, earth and moon as approximately spherical bodies.</li> <li>- Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="color: red;">Home Space Project - completed over several weeks. To be later presented to class.</p> <p style="color: red;">STEAM - To design a rocket, space station, and create rocket fuel to then be tested.</p> <p style="color: red;">Explore Dome - Space Show</p>	<p><b>Topic:</b> Biology - Animals including Humans</p> <p><b>Significant Individuals:</b> N/A</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="text-align: center;">PSHE link Puberty / Well-being</p>	

	<p>metals, wood and plastic.</p> <ul style="list-style-type: none"><li>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</li><li>- 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 action of acid on bicarbonate soda.</li></ul> <p><i>Knowledge Mat Assessment</i></p>				
	<p><b>Working Scientifically</b></p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p><b>Topic:</b> Biology - Evolution and Inheritance</p> <p><b>Significant Individuals:</b> Charles Darwin Libbie Hyman Mary Leaky</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about the earth millions of years ago.</li> <li>- Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to their parents.</li> <li>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Physics - Electricity</p> <p><b>Significant Individuals:</b> John Logie Baird</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>-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.</li> <li>-Use recognised symbols when representing a simple circuit in a drawing.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Living Things and Their Habitats</p> <p><b>Significant Individuals:</b> Carl Linnaeus Jane Colden</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>-Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p> <p style="text-align: center; color: red;"><b>National History Museum Trip</b></p>		<p><b>Topic:</b> Physics - Light</p> <p><b>Significant Individuals:</b> Percy Shaw</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>-Recognise that light appears to travel in straight lines.</li> <li>-Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into our eye.</li> <li>- Explain we see things because light travels from light sources to our eyes or from light sources to objects and then into our eyes.</li> <li>- Use the idea of light travelling in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>	<p><b>Topic:</b> Biology - Animals including Humans</p> <p><b>Significant Individuals:</b> Percy Julian Marie M. Daly</p> <p><b>Teaching and Learning:</b> Knowledge Mat Assessment</p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>-Describe the ways in which nutrients and water are transported within animals including humans.</li> </ul> <p style="text-align: center;">Knowledge Mat Assessment</p>

	<b>Working Scientifically</b>				

## Working Scientifically

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Asking questions and recognising that they can be answered in different ways**

**Asking simple questions and recognising that they can be answered in different ways**

-While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.

-The children answer questions developed with the teacher often through a scenario.

-The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.

**Asking relevant questions and using different types of scientific enquiries to answer them**

-The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.

-The children answer questions posed by the teacher.

-Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.

**Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary**

-Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.

-Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.

	<b>Making observations and taking measurements</b>		
	<p style="text-align: center;"><b>Observing closely, using simple equipment</b></p> <p>-Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</p> <p>-They begin to take measurements, initially by comparisons, then using non-standard units.</p>	<p style="text-align: center;"><b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</b></p> <p>-The children make systematic and careful observations.</p> <p>-They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</p>	<p style="text-align: center;"><b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</b></p> <p>-The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.</p> <p>- During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</p>
	<b>Engaging in practical enquiry to answer questions</b>		
	<p style="text-align: center;"><b>Performing simple tests</b></p> <p>-The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</p> <p style="text-align: center;"><b>Identifying and classifying</b></p> <p>-Children use their observations and testing to compare objects,</p>	<p style="text-align: center;"><b>Setting up simple practical enquiries, comparative and fair tests</b></p> <p>-The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</p> <p>-They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</p> <p style="text-align: center;"><b>Explanatory note</b></p> <p>A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute.</p>	<p style="text-align: center;"><b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p> <p>The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.</p>

	<p>materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</p>	<p>This leads to a ranked outcome.</p> <p>A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</p>	
<b>Recording and presenting evidence</b>			
	<p><b>Gathering and recording data to help in answering questions</b></p> <ul style="list-style-type: none"> <li>-The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>-They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.</li> <li>-They classify using simple prepared tables and sorting rings.</li> </ul>	<p><b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <p style="text-align: center;"><b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b></p> <ul style="list-style-type: none"> <li>-The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams.</li> <li>-Children are supported to present the same data in different ways in order to help with answering the question.</li> </ul>	<p><b>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</b></p> <ul style="list-style-type: none"> <li>-The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.</li> <li>-Children present the same data in different ways in order to help with answering the question.</li> </ul>

<b>Answering questions and concluding</b>			
	<p><b><i>Using their observations and ideas to suggest answers to questions</i></b></p> <p>-Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</p>	<p><b><i>Using straightforward scientific evidence to answer questions or to support their findings.</i></b></p> <p>-Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.</p>	<p><b><i>Identifying scientific evidence that has been used to support or refute ideas or arguments</i></b></p> <p>-Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.</p> <p>-They talk about how their scientific ideas change due to new evidence that they have gathered.</p> <p>-They talk about how new discoveries change scientific understanding.</p>
	<p><b><i>Using their observations and ideas to suggest answers to questions</i></b></p> <p>-The children recognise 'biggest and smallest', 'best and worst' etc. from their data.</p>	<p><b><i>Identifying differences, similarities or changes related to simple scientific ideas and processes</i></b></p> <p>-Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</p> <p><b><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></b></p> <p>-They draw conclusions based on their evidence and current subject knowledge.</p>	<p><b><i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i></b></p> <p>In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.</p>
<b>Evaluating and raising further questions and predictions</b>			



		<p><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <p>-They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.</p> <p><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <p>-Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.</p> <p>-Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.</p>	<p><i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p>-They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used.</p> <p>-They identify any limitations that reduce the trust they have in their data.</p> <p><b>Using test results to make predictions to set up further comparative and fair tests</b></p> <p>-Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.</p>
	<b>Communicating their findings</b>		
		<p><b>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b></p> <p>-They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.</p>	<p><i>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p>-They communicate their findings to an audience using relevant scientific language and illustrations.</p>

### **Cultural Capital:**

STEAM Day x3 per year - See long term plan. Links made with United Nations Global Goals

STEAM club - Led by teacher Spring and Summer Term. X 24 children.

Science Ambassadors - Chosen at the start of the year in each class. They will help organise science events across the school. Assemblies, KS2 notice board and competitions. They will receive a lab coat to wear for all science lessons for that year.

Science Week - Spring 2 External agency to introduce the week. Science experiments in playground each morning. Ending in school and parent showcase on Friday. See 2020 plan and website.

Earth Day and Hour - Assembly and time dedicated in class.

Gardening Club - KS1 and KS2 in the Autumn Term

Science CPD X 3 over academic year. Led by Science lead.

STEAM Magazine put in each class at start of each term.

Work towards the Primary Science Quality Mark

Famous Scientist / Inventors Day x1 per year

School Newspaper and School Website- Science facts and experiments to explore at home.