

Intent

In science, our aim is to create passionate learners of science who are inquisitive, aspirational and resilient - we strive to achieve this through our ambitious curriculum.

Our science curriculum has been carefully designed to align to the national curriculum's aims, and it is sequenced progressively so that children develop their knowledge right the way from EYFS -Y6.

Our curriculum content is split into knowledge milestones, what they will learn, and working scientifically milestones, which are the skills they need to find their own answers. We recognise the value of teaching both knowledge and skills to support children to develop their understanding of abstract science concepts.

Learning is initiated through learning challenge questions, which require children to seek answers and thus, make the subject engaging and exciting to children. They are encouraged to answer these questions through the use of the different enquiry types. At Tillington, we are dedicated to ensuring that all 6 enquiry types are utilised within the classroom to encourage deep learning, and we recognise that in science, not all questions can be answered in the same way. These 6 enquiry types that we deliver our curriculum through are:

- Research
- Fair testing
- Observation over time/closely
- Pattern seeking
- Identifying, grouping and classifying
- Problem solving

The vocabulary the children learn is progressive, and is explicitly taught within every science lesson. Dual coding is used to support children in learning the vocabulary.

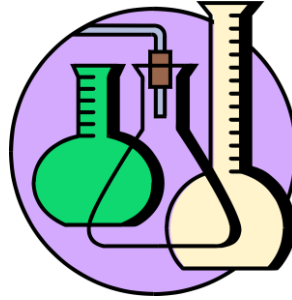
We recognise the importance of first-hand practical experience in developing children's scientific understanding and enthusiasm for science. As such, in our curriculum, investigations are carefully planned out for each unit. Working scientifically skills are matched to the investigations to ensure that these are explicitly taught.

Learning is differentiated in science to support all children to access the curriculum.

Opportunities for reading, writing and mathematics are evident in science lessons - children read information, they write up their findings, they utilise measuring when conducting investigations and produce graphs to showcase their findings.

At Tillington, we are aware of the issues in uptake of STEM subjects in higher education facilities. As such, we plan lots of cultural capital opportunities into our school year, to continue to support children to develop a love of science and hopefully become the scientists of the future.

In summary, at Tillington all teaching and learning is built upon Rosenshine's Principles of Instruction. Prior learning is revisited frequently to ensure skills and knowledge are retained. Planning is well sequenced into small steps, to prevent overloading children's working memory. Learning reviews take place to allow the children to activate learning and questioning encourages children to think deeply. This also promotes children's metacognition and encourages them to be inquisitive. Scaffolds and models are provided to ensure all children can access the curriculum and solve problems.



The National Curriculum

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

EYFS - Areas of learning and development overview

Science

Three and Four-Year-Olds	Communication and Language - Prime Area	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Physical Development - Prime Area	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World - Specific Area	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.
Reception	Communication and Language - Prime Area	<ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. • Use new vocabulary in different contexts
	Physical Development - Prime Area	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine

			<ul style="list-style-type: none"> ○ - being a safe pedestrian
	Understanding the World - Specific Area		<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
ELG	Communication and Language - Prime	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding.
	Physical Development - Prime	Managing Self	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World - Specific	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Science: Age related National Curriculum Coverage

Early Learning Goals	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><u>Pupils will be taught about:</u></p> <p><u>Communication and Language</u> <i>Listening, Attention and Understanding.</i></p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. <p><u>Personal, Social and Emotional Development</u> <i>Managing Self</i></p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Understanding the World</u> <i>The Natural World</i></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p><u>Pupils will be taught about:</u></p> <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Use new vocabulary in different contexts. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. • 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive 	<ul style="list-style-type: none"> • The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. • 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to 	<ul style="list-style-type: none"> • The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and

	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	<p>science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <ul style="list-style-type: none"> Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1 <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Plants Materials Animals, including humans Seasonal changes Living things and their habitats 	<p>substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <ul style="list-style-type: none"> Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge. <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Animals, including humans Plants Forces Rocks Light Living things and their habitats Electricity Sound States of Matter 	<p>understanding to explain their findings.</p> <ul style="list-style-type: none"> 'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read, spell and pronounce scientific vocabulary correctly <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Changes in materials Animals, including humans Living things and their habitats Earth and Space Forces Evolution and Inheritance Light Electricity
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Year Group	Science Units				
Nursery	All about me		People who help us	On the farm	Growing and changing
Reception	All about me	People who help us	Plants and animals	My local area	Our world
Year 1	Plants		Materials	Animals, including humans	<i>Seasonal changes</i>
Big Question	What plants are growing all around me?		How are materials different?	How are humans similar and different to wild animals?	What changes happen throughout the seasons?
Year 2	Materials		Living things and their habitats	Animals, including humans	Plants
Big Question	Which material should Paddington's hat be made out of? And why?		Why do animals and plants need to live in specific habitats?	What do animals need to stay alive and be healthy?	What do plants need to grow and stay alive?
Year 3	Animals, including humans	Rocks	Plants	Forces and magnets	Light
Big Question	Why do animals need muscles and skeletons?	Are all rocks the same?	How are the parts of a plant important in keeping it alive?	How are contact forces and non-contact forces different?	What is the difference between light and shadows?
Year 4	Animals, including humans	States of matter	Sound	Living things and their habitats	Electricity
Big Question	What happens to the food that I have eaten?	What changes occur between the states of matter?	Why do instruments all sound so different?	How are living things classified?	How does a light switch turn on a light?
Year 5	Properties and changes of materials	Earth and Space	Living things and their habitats	Animals, including humans	Forces
Big Question	How can materials be grouped based on their basic properties?	How does Earth's movement in the solar system impact our lives?	How are the lifecycles of animals similar and different? <i>(NC point)</i>	How will I change as I get older?	How do forces affect an object's movement?

	(hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets) <i>Group materials based on this as it is a NC point. - possibly get each group to do a different property with the same material as part of outcome?</i>				
Year 6	Electricity	Evolution and Inheritance	Light	Living things and their habitats	Animals including humans
Big Question	Can you design a circuit for a purpose and explain how its components will work?	Why do humans have similar features to apes?	How does light change as it passes through different mediums?	How do we classify animals, microorganisms and plants?	Why do we need to keep our heart healthy?

Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/
Nursery Knowledge

	Autumn		Spring	Summer
EYFS Nursery	All about me	People who help us	On the farm	Growing and changing
Scientist/ Inventor	Focus is on different job roles throughout the year - dentist, farmer etc. Don't specifically teach science in EYFS, so don't need a scientist.			

Knowledge milestones	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Children will be able to talk about themselves (hair colour, eye colour) • Children will use natural materials in Forest School sessions. • Developing sense of chronology - looking at when they were a baby and how they have changed 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Different scientific jobs - doctor, dentist • How to clean their teeth and how often to clean their teeth. - oral health document EYFS - Government advises - - <i>Role play for dentists</i> - <i>Practise tooth brushing</i> - <i>Stories and discussion</i> - <i>Thinking about dentist visitor</i> - . 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • how to compare and contrast farm animals. • the names, and identify a range of farm and woodland animals with support. • identify farm animal features. • what jobs a farmer does. • the sounds a farm animal makes, and be able to imitate these. • the names of animal babies with support e.g. cow/calf. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • that all animals have babies, and some look like their parents and some do not. • the simple life cycle of a butterfly - caterpillar →butterfly. • the names of a variety of minibeasts and their features. • know how to plant a seed, and how the plant changes as it grows. • that dinosaurs lived on our planet, but they are now extinct. • some dinosaurs lived for a long time, and some of them lived and died without ever meeting.
Prior learning	<p>Knowledge will be dependent on prior experiences.</p>	<p>Nursery:</p> <ul style="list-style-type: none"> - <i>They can talk about themselves and should know they have teeth.</i> 	<p>Nursery:</p> <ul style="list-style-type: none"> - <i>They may have some knowledge of animals prior to this depending on experiences outside of school.</i> 	<p>Nursery:</p> <ul style="list-style-type: none"> - <i>Children have learned about different animals and their habitats. They have learned about farm animals and can name babies. They may have explored plants in forest school.</i>
Vocabulary	<p>hair eyes nose mouth ears body</p>	<p>dentist teeth clean brushing</p>	<p>cow calf sheep Lamb horse foul adult baby</p>	<p>caterpillar butterfly life cycle baby adult grow change</p>

Year 1:

- **Animals including humans** - *body parts and why they are used - senses*
- **Materials** - *materials and their properties*

Year 2:

- **Animals including humans** - *offspring.*
- **Materials** - *suitability and changing materials*

Year 3:

- **Animals including humans** - *musculoskeletal system*
- **Rocks** - *outdoor materials → rock*

Year 4:

- **States of matter** - *solids, liquid, gases, melting and freezing and boiling → going outdoors may see these changes.*
- **Animals including humans** - *digestive system*

Year 5:

- **Animals including humans** - *changes as they grow - puberty/elderly.*
- **Changes in materials** - *dissolving, mixing,*

Year 1:

- **Animals including humans** - *body parts.*

Year 2:

- **Animals including humans** - *staying healthy and how to stay alive.*

Year 3:

- **Animals including humans** - *musculoskeletal system - teeth are bones to look after.*

Year 4:

- **Animals including humans** - *digestive system - teeth and how teeth can get decayed by sugar.*

Year 5:

- **Animals including humans** - *changes as we get older - our teeth fall out.*

Year 6:

- **Animals including humans** - *cardiovascular system - keeping heart healthy.*

Year 1:

- **Animals including humans** - *naming a range of animals, wild pets and their body parts.*

Year 2:

- **Animals including humans** - *animal offspring, and do animals look like their adults? → going into more wider variety of animals.*
- **Living things and their habitats** - *looking at what habitats are, and what different habitats exist.*

Year 3:

- **Plants** - *how pollination supports habitats.*

Year 4:

- **Living things and their habitats.** - *how humans can positively/negatively impact habitats and how to protect them.*

Year 5:

- **Living things and their habitats.** - *lifecycles of vertebrates.*

Year 6:

- **Evolution and inheritance** - *why offspring look like parents.*

Year 1:

- **Animals including humans** - *naming and comparing animals.*
- **Plants** - *naming common garden plants and trees- looking at the parts and comparing the parts of plants.*

Year 2:

- **Animals including humans** - *animal offspring? Do all animal offspring look like their adult?*
- **Living things and their habitats** - *lifecycle of mammals.*
- **Plants** - *What do plants need to stay alive? Comparing life cycles of plants - how do they grow from seeds?*

Year 3:

- **Plants** - *more requirements for plant growth, functions of parts, transpiration and pollination/cross pollination.*

Year 4:

- **Living things and their habitats** - *extinction - looking at protecting habitats. Also, sorting and classifying animals using classification keys.*

Year 5:

- **Living things and their habitats** - *lifecycles of a variety of animals - amphibians, insects - more detail on butterfly metamorphosis.*

Year 6:

- **Living things and their habitats** - *classification in more detail - invertebrates, vertebrates, microorganisms and plants. Creating own classification keys.*

	separating, chemical reactions Year 6: <ul style="list-style-type: none"> Evolution and inheritance - <i>looking at how they get their eye colour from parents, and how they change.</i> 			
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Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/
Reception Knowledge

	Autumn		Spring	Summer	
EYFS Nursery	All about me	People who help us	Plants and animals	My local area	Our world
Scientist/ Inventor	Scientists not specifically taught, but scientific job roles explored in role play area/through learning. Science isn't a specified area of the curriculum - understanding the world.				

Knowledge milestones	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Identify seasonal changes that happen in autumn. • Harvest- why crops are harvested at this time of year. • Know how to talk about their immediate environment • Know about their families. • Family trees • Know the names of different parts of their bodies. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • seasonal changes that occur in winter • that ice and frost appear when it is very cold. • what happens when ice gets warmer. • why we see our breath when it is cold. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • how to observe and explore the natural world around them. • how to use a range of media drawing pictures of plants and animals • how animals need to be cared for and looked after. • how to plant seeds and care for growing plants • and understand how a bean seed needs water and sunlight to grow. • how different plants grow from different seeds by making observations - grass and flowering plant. • the simple lifecycle of a plant and an animal - caterpillars • seasonal changes that occur in spring. <p>signs of spring - snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>By the end of the unit children should know</p> <ul style="list-style-type: none"> • farming in the past - locally relevant info. Local areas that used to be farmland, what was grown, what those areas look like now. • Farming in our local area - what crops are grown where we live? Identify fruit and vegetables grown locally - walk around allotments 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • seasonal changes that occur in summer • flowers, warmer days, light evenings, butterflies, bees, birds how we stay safe in the sun - sunscreen, hats, sunglasses • why ice creams melt in the sun - changing state
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Prior learning	<p>Nursery:</p> <ul style="list-style-type: none"> - Children will be able to talk about themselves (hair colour, eye colour) - Children will use natural materials in Forest School sessions. - Developing sense of chronology - looking at when they were a baby and how they have changed 	<p>Nursery:</p> <ul style="list-style-type: none"> - Children may have experience of ice/frost from Forest school and may have seen snow before. <p>Reception:</p> <ul style="list-style-type: none"> - experience of seasons in autumn. 	<p>Nursery:</p> <p>Children have learned about different animals and their habitats. They have learned about farm animals and can name babies. They may have explored plants in forest school. They have looked at life cycle of a butterfly very simple, and know that plants grow from seeds.</p> <p>Reception:</p> <ul style="list-style-type: none"> - experience of seasons in autumn/winter. 	<p>Nursery:</p> <p>They may have explored plants in forest school. They know that plants grow from seeds.</p> <p>Reception:</p> <ul style="list-style-type: none"> - they know how a bean needs sunlight and water to grow, and have observed plants growing. 	<p>Reception:</p> <p>experience of seasons in autumn/winter/spring.</p>
Vocabulary	<p>arms legs knees elbows feet toes</p>	<p>winter frost ice freeze cold</p>	<p>plant grow flower seed soil petals</p>	<p>Vocabulary will be linked to farming in local community - geography/history topic</p>	<p>summer melt protection warmer days lighter evenings</p>

Year 1:

- **Animals including humans** - body parts and why they are used - senses.
- **Seasons** - looking at changes in trees, temperature, weather etc - measuring.

Year 2:

- **Animals including humans** - offspring, and keeping themselves healthy - reiterating importance of body parts.

Year 3:

- **Animals including humans** - musculoskeletal system

Year 4:

- **Animals including humans** - digestive system

Year 5:

- **Animals including humans** - changes as they grow - puberty/elderly.

Year 6:

- **Evolution and inheritance** - looking at how they get their eye colour from

Year 1:

- **Seasons** - looking at changes in trees, temperature, weather etc - measuring
- **Materials** - water is a material

Year 2:

- **Materials** - how materials are used - suitability and depending on purpose (linking to insulation to protect melting Y5)

Year 4:

- **States of matter** - solids, liquid, gases, melting and freezing and boiling → going outdoors may see these changes.

Year 5:

- **Changes in materials:** dissolving, evaporating - how water can change.

Year 1:

- **Animals including humans** - body parts and why they are used - senses.
- **Plants** - identifying and naming trees, the parts of different plants, how trees change, and comparisons between trees and flowers.

Year 2:

- **Animals including humans** - lifecycles of mammals, what animals need to stay alive.
- **Plants** - lifecycles of plants, looking at the inside of seeds and bulbs, what do plants need to stay alive.

Year 3:

- **Animals including humans** - diet that helps human body develop, different skeletal systems of animals.
- **Plants** - requirements of plant growth, functions of plants, transpiration and pollination

Year 4:

- **Animals including humans** - food chains, teeth (inc are all animals teeth the same?) and digestive system
- **Living things and their habitats**- sorting plants based on their observed features.

Year 5:

- **Living things and their habitats** - reproduction of plants - sexual and asexual. Lifecycles of mammals, insects and amphibians.

Year 6:

- **Living things and their habitats** - classifying animals, plants and microorganisms.

Year 1:

- **Plants** - identifying and naming trees, the parts of different plants, how trees change, and comparisons between trees and flowers.

Year 2:

- **Plants** - lifecycles of plants, looking at the inside of seeds and bulbs, what do plants need to stay alive.

Year 3:

- **Plants** - requirements of plant growth, functions of plants, transpiration and pollination

Year 4:

- **Living things and their habitats**- sorting plants based on their observed features.

Year 5:

- **Living things and their habitats** - reproduction of plants - sexual and asexual. Lifecycles of mammals, insects and amphibians.

Year 6:

- **Living things and their habitats** - classifying animals, plants and microorganisms.

Year 1:

- **Seasons** - looking at changes in trees, temperature, weather etc - measuring
- **Materials** - water is a material

Year 2:

- **Materials** - how materials are used - suitability and depending on purpose (linking to insulation to protect melting Y5)

Year 4:





- **States of matter** - solids, liquid, gases, melting and freezing and boiling → going outdoors may see these changes.

Year 5:

- **Changes in materials:** dissolving, evaporating - how water can change

	<p>parents, and how they change.</p> <ul style="list-style-type: none"> • Animals including humans - cardiovascular system • Light - how our eyes work. 				
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Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/ Y1

	Autumn	Spring	Summer	Throughout the year (evidence it at the back of science book)
KS1 Y1	Plants	Materials	Animals, including humans	Seasonal changes
Scientist/ Inventor	Dr. Marie Clark Taylor - first black female to get PHD in botany 	Charles McIntosh 	Steve Irwin 	John Dalton - recorded the weather 

Learning Sequence	<ul style="list-style-type: none"> Can you name the parts of a flowering plant? WSs4/ WSs5 <i>Research/ Observing closely</i> Can you name the parts of a tree? WSs4/ WSs5 <i>Research/ Observing closely</i> How are flowering plants and trees similar and different? <i>Identifying, grouping and classifying</i> Which flowering plants are grown in gardens? <i>Research/ Observing closely</i> Which flowering plants are found in the wild? <i>Research/ Observing closely</i> Can you identify and name some common trees? <i>Research/ Observing closely</i> Does the time of year affect how many leaves trees have? <i>Pattern seeking</i> 	<ul style="list-style-type: none"> Can you identify and name everyday materials? <i>Research</i> What material are these objects made from? <i>Research</i> What properties do materials have? *** WSs4/WSs5 <i>Research/Observing closely</i> <small>testing for stretchy/stiff, shiny/dull, rough/smooth/ bendy/not bendy, see-through/not see through/waterproof/not waterproof</small> Does layering a material affect how waterproof it is? *** WSs2/ WSs3/WSs4 <i>Fair Testing</i> How are these materials similar and different? <i>Identifying, grouping and classifying</i> 	<ul style="list-style-type: none"> What body parts do you have? <i>Research</i> Do taller children in our class have bigger hands?*** WSs4, WSs5, WSs6 and WSs7 <i>Pattern seeking</i> Can you identify these animals? (<i>wild animals + pets</i>) <i>Research</i> What body parts do these animals have? <i>Research</i> Can you find similarities and differences between animal body parts? animals vs animals and human vs animals <i>Identifying, grouping and classifying</i> Do all animals eat the same things? Why? <i>Research</i> What are senses? Which body part do animals use for each sense? <i>Research</i> 	<ul style="list-style-type: none"> What is the weather like in autumn/winter/spring/summer? WSs4, WSs5, WSs6 <i>Observing over time</i> What happens to trees in autumn/winter/spring/summer? WSs4, WSs5, WSs6 <i>Observing over time</i> How long are the days in autumn/winter/spring/summer? WSs5 <i>Observing over time</i> How does the temperature change throughout the seasons? Is it always the same temperature in each season? *** WSs2, WSs4, WSs5, WSs6 <i>Pattern seeking</i>
Prior learning	<p>EYFS:</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. 	<p>EYFS:</p> <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. 	<p>EYFS:</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>EYFS:</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Y1:</p> <ul style="list-style-type: none"> Evergreen and deciduous trees.

Vocabulary	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - stem - roots - seeds - petals - deciduous - evergreen 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • wood • plastic • metal • glass • water • rock • waterproof <p><i>Note: make sure to include rock as a material in lessons due to progression to Y3.</i></p>	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • omnivore • carnivore • herbivore • diet • sense 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • spring • summer • autumn • winter • season • temperature
Knowledge Milestones	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • the parts of a flowering plant and a tree • how evergreen and deciduous trees are different • the names of common garden and wild plants, as well as common trees. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • the names of common materials - wood, plastic, metal, glass, water and rock. • basic properties of each material • what it means to be waterproof, and which materials are waterproof. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • the names of a range of animals, including pets and wild animals. • the names of their body parts e.g. eyes, arm, leg, head, teeth etc. • the names of animal body parts that are similar and different to our own e.g. hands, feet, trunk, snout etc. • how animals can be herbivores, omnivores or carnivores. • what the 5 senses are, which body part we use for each sense and what each sense is used for. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • how the weather changes across the 4 seasons • what happens to trees across each season. • how day length varies across the seasons. • how the temperature changes across the seasons.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs1 - Asking questions**
- Ask people questions and, with help, use simple secondary sources to find answers.
- **WSs4 - Observing and measuring** - observe closely, using simple equipment
- **WSs5 - Recording Data**
- With help, record simple data in a **by drawing a diagram**

Through the following **enquiry types**:

- **Research** - Ask people questions and, with help, use simple secondary sources to find answers.
- **Observation**- With help, observe closely using simple equipment. With help, observe simple changes over time
- **Pattern seeking** - With guidance, they should begin to notice simple patterns and relationships.
- **Identifying, grouping and classifying** - With help, use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs5 - Recording Data** - With help, record simple data in a **given table**.
- **WSs4 - Observing and measuring** - observe closely, using simple equipment
- **WSs3 - Setting up tests**- Begin to recognise different ways in which they might answer questions about their experiences.

Through the following **enquiry types**:

- **Fair testing**- With help, carry out simple comparative tests.
- **Research** - Ask people questions and, with help, use simple secondary sources to find answers.
- **Identifying, grouping and classifying** - With help, use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs4 - Observing and measuring** - With help, use simple measurements and equipment to gather data. With help, record simple data.
- **WSs5 - Recording Data** - With help, record simple data on a **give table**.
- **WSs6 - Interpreting and communicating results** - With help, use their observations and ideas to suggest answers to questions. With help, they should record and communicate their findings and begin to use simple scientific language.
- **WSs7 - Evaluating**
With help, talk about what they have found out and how they found it out.

Through the following **enquiry types**:

- **Research** - Ask people questions and, with help, use simple secondary sources to find answers.
- **Pattern seeking** - With guidance, they should begin to notice simple patterns and relationships.





By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs2 - Making predictions**
- with help, make simple predictions.
- **WSs4 - Observing and measuring** - observe closely, using simple equipment and observe simple changes over time.
- **WSs5 - Recording Data** - With help, record simple data.
- **WSs6 - Interpreting and communicating results** - With help, use their observations and ideas to suggest answers to questions. With help, they should record and communicate their findings and begin to use simple scientific language.

Through the following **enquiry types**:

- **Observation**- With help, observe closely using simple equipment. With help, observe simple changes over time
- **Pattern seeking** - With guidance, they should begin to notice simple patterns and relationships.

			<ul style="list-style-type: none"> • Identifying, grouping and classifying - With help, use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. 	
National Curriculum	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

	Autumn		Spring	Summer
KS1 Y2	Materials		Animals including humans	Plants
Scientist/ inventor	Lars Berglund (manufacturing translucent wood) 	Helen Scales (studied rockpools) 	Maria Sibylla Merian 	Wangari Maathai 
Learning Sequence	<ul style="list-style-type: none"> What can these materials be used for? Research How are some materials more suitable for a purpose than others? E.g. paper straws compared to plastic straws. Research How can we change materials? - *** <i>bending, squashing, twisting and stretching</i> - link to Y3 forces WSs3/WSs5 Observing closely What's the difference between an opaque/transparent/translucent material? Research <p><i>Note: make sure to include rock as a material in lessons due to progression to Y3.</i></p>	<ul style="list-style-type: none"> What does it mean to be alive, never alive or dead? ← Identifying, grouping and classifying sorting objects, animals, plants etc into living, dead, never been alive and talking about why they have placed them there. What is a habitat? Why are habitats so important to animals and plants? Research Can you name some habitats and identify the animals and plants that live there? Research/Observation What is a microhabitat? Can you name some minibeasts that live there? Research/Observation Which habitat would a woodlouse prefer? *** Problem solving WSS1 / WSs2/ WSs3 for asking questions, children could ask does a woodlice prefer... or ...? What do animals eat in a habitat? ← <i>simple food chains</i> (don't label predator, prey etc. - y4 objective). Research 	<ul style="list-style-type: none"> What do animals need to stay alive? Research Why is eating healthily and exercising important? Research Why is washing my hands important? Observation over time *** <i>Mouldy bread investigation</i> WSs4, WSs5, WSs6 What are offspring? Research Do all animal offspring look like their adult? Research/Identifying, grouping and classifying How do humans change as they grow? Observation over time Can you compare a human life cycle to that of another animal? Identifying, grouping and classifying Look at another mammal's lifecycle (y5 objective to look at insects, amphibians etc) 	<ul style="list-style-type: none"> What's inside a seed that makes it important for growing a plant? Observing closely <i>Observing inside seeds with magnifying glasses. Drawing them</i> How does a seed grow into a mature plant? Observation over time - <i>life cycle of a plant</i> Do the biggest apples have the most seeds? *** Pattern seeking WSs2, WSs4, What are bulbs? Research How are bulbs different to seeds? Identifying, grouping and classifying <i>sorting parts of seeds and bulbs - what's similar/different?</i> What do plants need to grow and stay alive? *** Fair testing WSs4/ WSs5/ WSs6/ WSs7 <p><i>Water, light and suitable temp investigation? Don't do room to grow or. nutrients as y3 objectives.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prior learning</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. <p>Y1:</p> <ul style="list-style-type: none"> • Name common materials - wood, plastic, metal, glass, water and rock. • Identify basic properties of each material • Understand what it means to be waterproof, and which materials are waterproof. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Y1:</p> <ul style="list-style-type: none"> • Recognise that animals can be herbivores, omnivores or carnivores. • The names of a range of animals, including wild animals and pets (used to discuss habitats they live in) • Children studied hot and cold climates in geography, so will be able to link this learning to habitats. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and healthy eating <p>Y1:</p> <ul style="list-style-type: none"> • Names a range of animals, including pets and wild animals. • Names animal body parts that are similar and different to our own. • Recognise that animals can be herbivores, omnivores or carnivores. <p>Y2:</p> <ul style="list-style-type: none"> • The importance of habitats for survival. 	<p>EYFS:</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. <p>Y1:</p> <ul style="list-style-type: none"> • Name parts of a flowering plant and a tree • State how evergreen and deciduous trees are different • Know the names of common garden and wild plants, as well as common trees. <p>Y2:</p> <ul style="list-style-type: none"> • Life cycle of animals could be used to introduce life cycle of plants
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - material - property - stretching - bending - squashing 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - habitat - micro-habitat - minibeast - predator - prey 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - offspring - life cycle - foetus - elder - survive - hygiene 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • life cycle • seed • bulb • water • light • suitable temperature

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge Milestones</p>	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> - how materials are used - that materials suitability depends on its purpose. - how materials can be changed by bending, stretching, twisting and squashing. - what opaque, translucent and transparent mean. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> - the difference between being alive, dead or never alive. - what habitats are and why they are so important to animals. - what habitats animals live in. - what microhabitats are and the names of minibeasts who live there. - how to construct a basic food chain. 	<p>By the end of the unit children should know</p> <ul style="list-style-type: none"> - what offspring are. - how humans change as they grow. - the differences between human life cycles and animal life cycles. - what animals need to stay alive. - why healthy eating and exercising are important. - why hygiene is important. 	<p>By the end of the unit children should know</p> <ul style="list-style-type: none"> - the structure of a seed that makes it important for growing a plant. - the life cycle of a plant. - what bulbs are and how they are different to seeds - what plants need to stay alive.
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By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs3 - Setting up tests** - begin to recognise different ways in which they might answer scientific questions and carry out simple tests.
- **WSs5 - Recording data** - record simple data . With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. **Table of results (possibly given/drawn is capable)**

Through the following **enquiry types**:

- **Research** - Ask people questions and use simple secondary sources to find answers.
- **Observation** - Observe closely using simple equipment, and or observe changes over time with help.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs1 - Asking questions** - explore the world around them and raise their own simple questions.
- **WSs2 - Making predictions** - make predictions with support.
- **WSs3 - Setting up tests** -begin to recognise different ways in which they might answer scientific questions and carry out simple tests.

Through the following **enquiry types**:

- **Research** - Ask people questions and use simple secondary sources to find answers.
- **Observation** - Observe closely using simple equipment, and or observe changes over time with help.
- **Identifying, grouping and classifying** -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.
- **Problem solving** - Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs4 - Observing and measuring** -use simple measurements and equipment (e.g. hand lenses, egg times, rulers) to gather data.
- **WSs5 - Recording data** - record simple data . With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. **Labelled diagrams of mould growing and explanation of what is happening.**
- **WSs6 - Interpreting and communicating results** - Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.

Through the following **enquiry types**:

- **Research** - Ask people questions and use simple secondary sources to find answers.
- **Observation** - Observe closely using






By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs4 - Observing and measuring** -use simple measurements and equipment (e.g. hand lenses, egg times, rulers) to gather data.
- **WSs5 - Recording data** - record simple data . With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. **Block diagrams for apple experiment**
- **WSs6 - Interpreting and communicating results** - Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.
- **WSs7 - Evaluating** - Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.

Through the following **enquiry types**:

- **Research** - Ask people questions and use simple secondary sources to find answers.
- **Observation** - Observe closely using simple equipment, and

			<p>simple equipment, and or observe changes over time with help.</p> <ul style="list-style-type: none"> • Identifying, grouping and classifying -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. 	<p>or observe changes over time with help.</p> <ul style="list-style-type: none"> • Identifying, grouping and classifying -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. • Pattern seeking - With guidance, they should begin to notice patterns and relationships. • Fair testing - Carry out simple, comparative tests.
National Curriculum	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe • how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro habitats • 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 	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

	Autumn	Spring		Summer	
KS2 Y3	Animals, including humans	Rocks	Plants	Forces and Magnets	Light
Scientist/inventor	Nina Tandon - grows bones for people who needs them. 	Mary Anning 	Janaki Ammal 	William Gilbert 	Ibn al-Haytham 
Learning Sequence	<ul style="list-style-type: none"> What types of food do humans need to eat and why? <i>Research -</i> What does a human skeleton look like? <i>Research -</i> Are all human skeletons the same? <i>Pattern Seeking Ws4, Ws5, Ws6</i> Are all animal skeletons the same? <i>Grouping -</i> Why do we need a skeleton? <i>Research -</i> Why are muscles important? <i>Research -</i> How do muscles work? <i>Research -</i> Do people who exercise have stronger muscles than people who don't? <i>*** Pattern Seeking - Ws2, Ws5, Ws6</i> 	<ul style="list-style-type: none"> What are rocks? <i>Research</i> How are they formed? <i>Research</i> Can you classify rocks based on their appearance and properties? <i>Classifying</i> Which type of rock is most permeable? <i>*** Fair testing Ws4, Ws5, Ws6, Ws1</i> What are fossils? How do they form? <i>Research</i> What is soil? Are all soils the same? <i>Research/Observation</i> 	<ul style="list-style-type: none"> What are the functions of each part of a plant? <i>Research</i> What do plants need to grow? - don't do investigation on this as y2 already have. - they looked at how it needed water, light and suitable temp - reteach this and add air, space to grow and nutrients from soil too. Building knowledge. <i>Research</i> Do all plants need the same conditions to grow? <i>***</i> investigation - two types of plant (maybe cacti and another?) - let children come up with investigation title e.g. do cacti need the same conditions to grow as a rose? <i>Problem Solving - Ws1, Ws2 and Ws3</i> How is water transported around a plant? <i>Observation (carnation/celery activity?) Ws5</i> Why is pollination so important for plants?- pollen from male part of flower is transferred to female part of another plant by insect. Pollinated and seeds made. Don't go into parts of flower (Y6 objective) <i>Research</i> How are seeds dispersed? <i>Research</i> 	<ul style="list-style-type: none"> What are forces? <i>Research</i> contact forces (pushes and pulls) or non-contact (act at a distance e.g. magnets) Which surface is best for making a toy car travel the furthest? And why? <i>*** Fair Testing - Ws3, Ws4</i> How do magnets work? <i>Observation</i> Will these magnets attract or repel? <i>Problem Solving -</i> Are all materials magnetic? <i>***</i> <i>Observation Ws5, Ws6</i> 	<ul style="list-style-type: none"> What is the difference between light and dark? <i>Research</i> How does light help us to see? <i>Research</i> Why can light from the Sun be dangerous? How can we protect ourselves? <i>Research</i> What are shadows? <i>Research</i> How does moving the light source change the shadow? <i>*** Pattern seeking Ws4, Ws6, Ws7</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prior learning</p>	<p>EYFS:</p> <ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. Know and talk about the different factors that support their overall health and wellbeing: healthy eating <p>Y1:</p> <ul style="list-style-type: none"> Names animal body parts that are similar and different to our own. Recognise that animals can be herbivores, omnivores or carnivores <p>Y2:</p> <ul style="list-style-type: none"> What animals need to stay alive. Why healthy eating and exercising are important. 	<p>EYFS:</p> <ul style="list-style-type: none"> Describe what they see, hear and feel while they are outside. <p>Y1:</p> <ul style="list-style-type: none"> Everyday materials (including rock). <p>Y2:</p> <ul style="list-style-type: none"> Uses of everyday materials (rock). 	<p>EYFS:</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. <p>Y1:</p> <ul style="list-style-type: none"> Name parts of a flowering plant and a tree Know the names of common garden and wild plants, as well as common trees. <p>Y2:</p> <ul style="list-style-type: none"> Life cycle of plants. The structure of a seed. What bulbs are. What plants need to stay alive (water, light and suitable temp). 	<p>EYFS:</p> <ul style="list-style-type: none"> Explore and talk about the different forces they feel. <p>Y2:</p> <ul style="list-style-type: none"> how materials can be changed by bending, pushing (squashing), and pulling (stretching) - <i>links because forces are pushes and pulls so when changing materials, we apply force.</i> 	<p>EYFS:</p> <ul style="list-style-type: none"> Talk about what they see, Describe what they see, hear and feel while they are outside. <p>Y1:</p> <ul style="list-style-type: none"> Senses - using their eyes to see around them. <p>Y2:</p> <ul style="list-style-type: none"> Materials - opaque, translucent and transparent.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> muscles skeleton bones carbohydrates protein vitamin mineral fats 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> sedimentary metamorphic igneous fossil soil permeable 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> seed dispersal pollinated absorption xylem function 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> contact force non-contact force attract repel magnetic 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> light dark reflect light source shadow

Knowledge Milestones	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Humans have to eat protein, carbohydrates, protein, vitamins and minerals and fats to stay alive and healthy. • The common bones in the human body (femur, ribs, skull (cranium), spine etc). • That some animals have endoskeletons (skeletons inside their body) and some have exoskeletons (outside of their body). • The functions of a skeleton - support, movement, protection and making blood cells. • The function of muscles- moving our bones. • Muscles work by contracting and relaxing. This pulls tendons, which pull on the bones. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • The three types of rocks (sedimentary, metamorphic and igneous). • How each rock is formed - <i>sedimentary is formed when layers of rock are put under pressure, igneous is formed when lava cools and metamorphic is when sedimentary and igneous and heated and put under pressure.</i> • How to classify rocks based on their appearance and properties. • Which type of rocks absorb water and which don't. • What fossils are and how they are formed. • What soil is made up of - weathered rocks and organic material. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • The functions of each part of a plant. • Further conditions for successful growth of plants (air, space, nutrients to grow). • How plants do not all need the same conditions to grow. • How water is transported via through the roots, up the xylem and around the plant. • How seeds are formed because pollen is transferred from the male part of a plant to a female part of a plant. • Different ways that seeds are dispersed. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Forces are contact (pushes and pulls) or non- contact (act at a distance - magnets.) • What the best surface for making a toy car travel the furthest is. • How magnets have two poles which make it attract or repel objects. • The names of some magnetic materials. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • How dark is the absence of light. • How light helps us to see by reflecting off objects and into our eyes • Why light from the Sun is dangerous for our eyes and skin. • How we can protect ourselves from the Sun. • That shadows are formed when an opaque object blocks the light. • How shadows change depending on where the light source is.
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By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs2 - Making predictions** - begin to make predictions independently.
- **WSs4 - Observing and measuring**- Take accurate measurements using standard units (cm)
- **WSs5 - Recording data** - Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables drawn with support standard units, drawings, labelled diagrams, keys.
- **WSs6 - Interpreting and communicating results** With help, pupils should look for changes, patterns, similarities and differences in their data and use relevant simple scientific language to discuss their ideas and communicate their findings.

Through the following **enquiry types**:

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs4 - Observing and measuring**- Take accurate measurements using standard units (ml)
- **WSs5 - Recording data** Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys
- **WSs6 - Interpreting and communicating results** - With help, pupils should look for changes, patterns, similarities and differences in their data and use relevant simple scientific language to discuss their ideas and communicate their findings.
- **WSs1 - Asking questions**- With support, raise their own relevant questions about the world around them.

Through the following **enquiry types**:

- **Research** - Use secondary sources to help

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs1 - Asking questions**- With support, raise their own relevant questions about the world around them.
- **WSs2 - Making predictions** - begin to make predictions independently.
- **WSs3 - Setting up tests** -With help, set up simple practical enquiries, comparative and fair tests.
- **WSs5 - Recording data** Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys

Through the following **enquiry types**:

- **Research** - Use secondary sources to help them answer questions that cannot be answered through practical investigations.
- **Pattern seeking** - Begin to look for naturally occurring patterns and relationships.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs3 - Setting up tests** - With help, set up simple practical enquiries, comparative and fair tests.
- **WSs4 - Observing and measuring**- Take accurate measurements using standard units (cm).
- **WSs5 - Recording data** Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys.
- **WSs6 - Interpreting and communicating results**- With help, pupils should look for changes, patterns, similarities and differences in their data and use relevant simple scientific language to discuss their ideas and communicate their findings.

Through the following **enquiry types**:

- **Research** - Use secondary sources to help

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs4 - Observing and measuring**- make careful observations and with help, make decisions about what observations to make.
- **WSs6 - Interpreting and communicating results** With help, pupils should look for changes, patterns, similarities and differences in their data and use relevant simple scientific language to discuss their ideas and communicate their findings.
- **WSs7 - Evaluating** With help, pupils should look for changes, patterns, similarities and differences in their data and use relevant simple scientific language to discuss their ideas and communicate their findings.


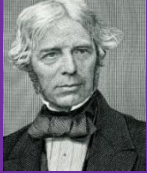
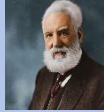

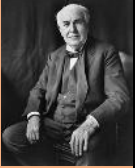
Through the following **enquiry types**:

- **Research** - Use secondary sources to help them answer questions that cannot be answered through practical investigations.

	<ul style="list-style-type: none"> • Research - Use secondary sources to help them answer questions that cannot be answered through practical investigations. • Pattern seeking - Begin to look for naturally occurring patterns and relationships. • Identifying, grouping and classifying Talk about criteria for grouping, sorting and classifying, and with help, use simple keys (if appropriate). 	<p>them answer questions that cannot be answered through practical investigations.</p> <ul style="list-style-type: none"> • Fair testing With help, set up simple practical enquiries, comparative and fair tests. Recognise when simple fair tests are necessary. • Identifying, grouping and classifying Talk about criteria for grouping, sorting and classifying, and with help, use simple keys (if appropriate). • Observation Make careful observations. Help to make decisions about what observations to make 	<ul style="list-style-type: none"> • Observation Make careful observations. Help to make decisions about what observations to make 	<p>them answer questions that cannot be answered through practical investigations.</p> <ul style="list-style-type: none"> • Pattern seeking - Begin to look for naturally occurring patterns and relationships. • Observation Make careful observations. Help to make decisions about what observations to make. • Fair testing With help, set up simple practical enquiries, comparative and fair tests. Recognise when simple fair tests are necessary. 	<ul style="list-style-type: none"> • Pattern seeking - Begin to look for naturally occurring patterns and relationships.
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National Curriculum	<ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
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Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/ Y4

	Autumn	Spring		Summer	
KS2 Y4	Animals, including humans	States of matter	Sound	Living things in their habitats	Electricity
Scientist/ inventor	Dr Ranj Singh 	Michael Faraday (melting point of ice) 	Alexander Bell  Graham	Greta Thunberg 	Thomas Ederson 

Learning Sequence

- What are food chains? Can you make a food chain? **Research**
- Why are our teeth different shapes? **Research** *Functions of different types of teeth.*
- Are all animals' teeth the same? **Identifying, grouping and sorting** *Compare carnivores to omnivores teeth*
- Why do I need to look after my teeth? **Research**
- Which drink causes the most tooth decay? ******* **Observation over time** **WSs1, WSs2, WSs4, WSs6** *egg shell experiment*
- How does my body digest food? **Research** *-body parts and functions. Could use tights activity to model?*

- What's the difference between a solid, liquid and a gas? **Research**
 - Can you sort materials according to their state of matter? **Identifying, grouping and classifying**
 - How does heating and cooling change materials? **Research**
 - Do all materials have the same melting point? **Observation over time ***** **WSs4, WSs5, WSs6, WSs7** *Use Celsius to measure.*
 - How can water change state? **Research/Observation over time**
 - How does temperature affect waters evaporation rate? **Pattern seeking**
 - What is the water cycle? **Research**

- How are sounds made? **Research**
- Why can I hear sound? **Research**
- What is volume? **Research**
- Why are some sounds louder than others? **Research**
- What is pitch? Which objects make high/low pitched sounds? **Research**
- Does the amount of water in a bottle affect the pitch of the sound? ******* **Pattern seeking** **WSs2, WSs4, WSs5, WSs6**
- Why is it more difficult to hear if I move further away from a sound source? **Research**
- Which material is best for soundproofing a room? **Problem solving ***** **WSs1, WSs2, WSs5, WSs6, WSs7**

- How can we sort plants into groups? **Identifying, grouping and classifying** *Based on what they look like e.g. these have feathers, these have scales so need to go together etc. - possibly plants from our local area - go on a hunt? - don't go into flowering/non-flowering as covering in year 6*
- How can we sort animals into groups? **Identifying, grouping and classifying** *Based on what they look like e.g. these have feathers, these have scales so need to go together etc.*
- What are vertebrates? How are they sorted by scientists? **Research** *into 5 groups - mammals, fish, reptiles etc*
- How can a classification key sort animals? **Research** *using an already made classification key to sort animals*
- Can you make your own classification key to sort animals? **Identifying, grouping and classifying** *sort animals in local area and wider environment using classification key - NC point)*
- How do humans affect the habitats of living things? **Research**
- How can changes to habitats be dangerous for living things? **Research**

- Why is electricity so important to us? **Research** *- look at common appliances that need electric*
 - Can you name the parts needed to form a circuit? **Research**
 - Can you design and make a simple electrical circuit? **Research** *Not actual symbols yet (Y6 objective)*
 - Why are these circuits not working? **Problem Solving**
 - What does a switch do? **Research**
 - What does a buzzer do? **Research**
 - How are conductors and insulators different? **Research**
 - Which material is the best conductor of electricity? ******* **Fair testing** **WSs1, WSs2, WSs3, WSs6**

Prior learning

EYFS:

- Know and talk about the different factors that support their overall health and wellbeing - healthy eating and toothbrushing.

Y1:

- the names of human body parts - teeth
- how animals can be herbivores, omnivores or carnivores - link to types of teeth each animal needs.

Y2:

- what animals need to stay alive.
- why healthy eating and exercising are important
- how to construct a basic food chain.

Y3:

- Humans have to eat protein, carbohydrates, protein, vitamins and minerals and fats to stay alive and healthy.
- The common bones in the human body (femur, ribs, skull (cranium), spine etc).

EYFS:

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter e.g. ice, snow etc.

Y1:

- the names of common materials - wood, plastic, metal, glass, water and rock.
- basic properties of each material

Y2:

- How are some materials more suitable for a purpose than others? E.g. paper straws compared to plastic straws.
- How can we change materials

Y3:

- The three types of rocks - solids
- How to classify rocks based on their appearance and properties - solids but with different properties.

EYFS:

- Describe what they see, hear and feel while they are outside.

Y1:

- Senses - hearing using our ears.

EYFS:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Y1:

- the names of a range of animals, including pets and wild animals.
- Comparing and sorting animal body parts to human body parts.

Y2:

- what habitats are and why they are so important to animals.
- what habitats animals live in.
- what microhabitats are and the names of minibeasts who live there.

New topic, although children will have prior knowledge of the use of electricity from home.

Vocabulary	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - digestion - decay - predator - prey - producer - canine - molar - incisor 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - particles - solid - liquid - gas - melting - boiling - evaporating 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - pitch - volume - vibration - travel - insulation 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - classification - vertebrates - mammals - fish - birds - reptiles - amphibians 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - circuit - cell - wire - bulb - conductor - insulator - switch
Knowledge Milestones	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • How to make food chains, identifying the producer, the prey and the predator. • The different types of teeth humans have and their functions. • How animal teeth may be different/similar to ours. • The importance of looking after teeth, and the damage that sugars can do in terms of decay. • How the digestive system works - parts of the body (mouth, tongue, teeth, oesophagus, stomach and small and large intestine) and their role in digestion. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • The simple differences between a solid, a liquid and a gas e.g. a solid holds its shape, a liquid pools and gas can escape from unsealed containers). • How to sort materials into each state of matter. • How heating materials melts them and how cooling materials can freeze them. • How materials have different melting points. • How water can change state by freezing, melting, evaporating and condensing, • How higher temperatures increase evaporation rate. • What the water cycle is, and the role of evaporation and condensation in this. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • That sound is made by an object vibrating. • That they can hear sound because sound waves travel through a medium, enter their ears and make their ear drum vibrate. • What volume and pitch are. • Volume is how loud/quiet a sound is - louder sounds have strong vibrations; quieter sounds have weaker vibrations. • Pitch is how high or low a sound is. • Smaller, shorter, thinner, tighter or denser objects have high pitched sounds and larger, longer, thicker, looser and less-dense objects make low pitched sounds. • That sound is harder to hear further away because objects are absorbing the sound waves. • Which materials are most effective at insulating sound. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • How to sort animals into groups based on their appearance. • That vertebrates are animals with back bones and that there are 5 categories of vertebrates (mammals, fish, birds, amphibians and reptiles) that scientists use to sort animals. • What a classification key is and how to use it. • How to create a classification system to sort animals. • The positive and negative affects that humans have on animal habitats, and why this can be detrimental to animals. 	<p>By the end of the unit children should know:</p> <ul style="list-style-type: none"> • Why electricity is so important to us. • The names of the parts of a circuit • How to make a simple circuit. • How to problem solve when a circuit fails. • What a switch does. • What electrical conductors and insulators are, and which materials are the best conductors of electricity.

By the end of the unit, children will develop the following working scientifically skills:

- **WSs1 - Asking questions**- raise their own relevant questions about the world.
- **WSs2 - Making predictions** - begin to make independent predictions
- **WSs4- Observing and measuring** - Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of equipment they may need. ~~Take accurate measurements using standard units. Learn how to use a range of (new) equipment such as data loggers, thermometers appropriately.~~
- **WSs6 - Interpreting and communicating results**- with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions to answer questions. Use scientific language to discuss their

By the end of the unit, children will develop the following working scientifically skills:

- **WSs4- Observing and measuring** - Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of equipment they may need. Take accurate measurements using standard units. Learn how to use a range of (new) equipment such as data loggers, thermometers appropriately.
- **WSs5 - Recording data** - collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams and keys.
- **WSs6 - Interpreting and communicating results**- with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions to answer questions. Use scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written

By the end of the unit, children will develop the following working scientifically skills:

- **WSs1 - Asking questions**- raise their own relevant questions about the world.
- **WSs2 - Making predictions** - begin to make independent predictions
- **WSs4- Observing and measuring**
 - Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of equipment they may need. Take accurate measurements using standard units. Learn how to use a range of (new) equipment such as data loggers, thermometers appropriately.
- **WSs5 - Recording data** - collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams and keys.
- **WSs6 - Interpreting and communicating results**- with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions to answer questions. Use scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations.
- **WSs7 - Evaluating** - with support, they should identify new questions arising from the data, make new predictions for new values or beyond the data they have collected and finding ways of improving what they have already done.

Through the following enquiry types:

- **Research** - Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- **Identifying, grouping and classifying** - Talk about criteria for grouping, sorting and classifying, and use simple keys.

By the end of the unit, children will develop the following working scientifically skills:

- **WSs1 - Asking questions**- raise their own relevant questions about the world.
- **WSs2 - Making predictions** - begin to make independent predictions
- **WSs3 - Setting up tests** - start to make their own decisions about the most appropriate type of enquiry they may use to answer questions. Set up simple, practical enquiries and fair tests. Recognise when a fair test is necessary and help to decide how to split it up.
- **WSs6 - Interpreting and communicating results**- with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions to answer questions. Use scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations.

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Through the following enquiry types:

- **Research** - Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- **Observation over time** - Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of equipment they may need.
- **Identifying, grouping and classifying** - Talk about criteria for grouping, sorting and classifying, and use simple keys.

explanations, displays or presentations.

- **WSs7 - Evaluating** - with support, they should identify new questions arising from the data, make new predictions for new values or beyond the data they have collected and finding ways of improving what they have already done.

Through the following enquiry types:

- **Research** - Recognise when and how secondary sources might help them to answer questions that cannot be
- **Identifying, grouping and classifying** - Talk about criteria for grouping, sorting and classifying, and use simple keys.
- **Observation over time** - Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of equipment they may need.
- **Pattern seeking** - begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.

Through the following enquiry types:






- **Research** - Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- **Problem Solving** - Scaffolding should be provided so that children can begin to answer questions by applying their own, learned scientific knowledge.
- **Pattern seeking** - begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.

Through the following enquiry types:

- **Research** - Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
- **Problem Solving** - Scaffolding should be provided so that children can begin to answer questions by applying their own, learned scientific knowledge.
- **Fair testing** - Set up simple practical enquiries and comparative fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up.

National Curriculum	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors

Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/ Y5

	Autumn		Spring		Summer
KS2 Y5	Changes in materials	Earth and space	Living things and their habitats	Animals including humans	Forces
Scientist/ inventors	Nitin Swarnakar - studies how to get medicines into our body - tablets dissolving 	Mae Jemison - 	David Attenborough 	Sir Robert Edwards 	Isaac Newton 

Learning Sequence

- What is a thermal conductor/insulator? **Research**
- Does the thickness of a material affect how effective it is as a thermal insulator? **Pattern seeking*****
- What does it mean to dissolve? **Research**
- Does the _____ (temperature of a solvent, type of liquid, amount of times a solvent is stirred) affect how fast solutes dissolve? ******* → **Fair testing** **WSs1, WSs2, WSs3, WSs4, WSs5** *chn choose their own variable.*
- How can a substance be recovered from a solution? **Research**
- How can mixtures be separated? **Research**
- Why are dissolving, mixing and changes of state known as reversible changes? **Research**
- Why are burning and acid reactions with bicarbonate of soda irreversible changes? **Research**
-

- What planets are in our solar system? What shape are they? **Research**
- How do planets move in relation to the Sun? **Research**
- Why do we have day and night? **Research**
- How do time zones differ because of the Earth's rotation? **Research**
- Why does the sun look like it moves across the sky? *****Observation over time** **WSs4, WSs5** (don't do shadow investigation to observe shadows as this is Y6 objective - could observe the position of the sun in the sky instead and link this to the Earth's rotation?)
- Why does the moon appear to change shape? **Observation over time** **WSs4** - moon diaries?

- How do plants reproduce sexually? **Research** (*build on Y3*)
- How do plants reproduce asexually? **Research**
- How do mammals reproduce? **Research**
- What does a mammals life cycle look like? **Observation over time**
- What does the lifecycle of an insect look like? *****Observation over time** **WSs4, WSs5 (diagrams)** possibly order caterpillars from website and record metamorphosis as it happens - builds on EYFS
- What does the lifecycle of an amphibian look like? **Observation over time**

- How do humans change throughout their life? **Research**
- How do we develop in the womb? **Research**
- How do babies grow during their first year after birth? ******* **Observation over time** **WSs5, WSs6** - make graphs to show mass? Or possibly mass vs length - answer question using results.
- What changes occur during puberty? **Research**
- What changes take place during old age? **Research**

- What forces exist around me? (**introduction to forces**) **Research**
- What is gravity and why is it important? **Research**
- What is friction and why is it important? **Research**
- Which material is best for the sole of a shoe when walking on ice? ******* **Problem solving** **WSs2, WSs3, WSs4, WSs5, WSs6**
- What is air resistance and why is it important?
- How does the _____ (size, material, shape etc) of a parachute affect the rate an object falls? ******* **Fair testing** **WSs1, WSs2, WSs3, WSs4, WSs5, WSs6, WSs7** *chn choose variable.*
- What is water resistance? Why is it important? **Research**
- How does the _____ (shape, size, material, weight) of an object affect how fast an object moves through water? ******* **Fair testing** **WSs1, WSs2, WSs3, WSs4, WSs5, WSs6, WSs7** *chn choose variable*
- What are pulleys, levers and gears? Where are they used? **Research**

Prior learning

EYFS:

- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes they notice.

Y1:

- Name common materials - wood, plastic, metal, glass, water and rock.
- Identify basic properties of each material
- Understand what it means to be waterproof, and which materials are waterproof.

Y2:

- how materials are used that materials suitability depends on its purpose.

Y3: ← *for outcome so recap as part of prior learning.*

- How magnets have two poles which make it attract or repel objects.
- The names of some magnetic materials.

Y4: ← *for outcome so recap as part of prior learning.*

EYFS:

- Explore the natural world around them.
- Describe what they see, hear and feel while they are outside - children should recognise the Sun, moon and stars in the sky.

Y3:

- How dark is the absence of light.
- How light helps us to see by reflecting off objects and into our eyes
- Why light from the Sun is dangerous for our eyes and skin.
- How we can protect ourselves from the Sun.
- That shadows are formed when an opaque object blocks the light.
- How shadows change depending on where the light source is.

EYFS:

- Understand the key features of the life cycle of a plant and an animal.

Y1:

- the parts of a flowering plant and a tree
- the names of animals, including pets and wild animals.

Y2:

- the difference between being alive, dead or never alive
- the differences between human life cycles and animal life cycles.
- the life cycle of a plant.

Y3:

- How seeds are formed because pollen is transferred from the male part of a plant to a female part of a plant.
- Different ways that seeds are dispersed.
- Functions of each part of the plant - flower produces seeds.

Y4:

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - knowing insects, mammals and amphibians are all vertebrates.

EYFS:

- Know and talk about the different factors that support their overall health and wellbeing:

Y1:

- the names of their body parts e.g. eyes, arm, leg, head, teeth etc.

Y2:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y3:

- Humans have to eat protein, carbohydrates, protein, vitamins and minerals and fats to stay alive and healthy.
- The common bones in the human body (femur, ribs, skull (cranium), spine etc).
- The functions of a skeleton - support, movement, protection and making blood cells.
- The function of muscles- moving our bones.

Y4:

- The different types of teeth humans have and their functions
- How the digestive system works - parts of the body (mouth, tongue, teeth, oesophagus, stomach and small and large intestine) and their role in digestion.

EYFS:

- Explore and talk about the different forces they feel.

Y1:

- Name common materials - wood, plastic, metal, glass, water and rock.
- Identify basic properties of each material

Y2:

- how materials can be changed by bending, pushing (squashing), and pulling (stretching) - *links because forces are pushes and pulls so when changing materials, we apply force.*

Y3:

- Forces are contact (pushes and pulls) or non-contact (act at a distance - magnets.)
- What the best surface for making a toy car travel the furthest is.
- How magnets have two poles which make it attract or repel objects.
- The names of some magnetic materials.

Y5:

- Gravity holds the planets in orbit around the Sun.

	<ul style="list-style-type: none"> What electrical conductors and insulators are, and which materials are the best conductors of electricity 				
Vocabulary	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - change of state - soluble - insoluble - reversible - irreversible - dissolve - 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • planet • Solar System • orbit • rotate • axis - Sun 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • reproduce • fertilises • sperm • egg • metamorphosis 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • foetus • womb • puberty • adolescence • elderly 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • force • gravity • air resistance • water resistance • pulley • lever • gear

Knowledge Milestones

By the end of the unit children should know:

- That thermal conductors let heat pass through them and thermal insulators prevent heat from passing through them.
- That the type of material/thickness of a material affects how good of a thermal insulator it is.
- Dissolving is the process that occurs when a solute is added to a solvent and the solute disappears.
- How changing variables such as the temperature of a solvent, the type of liquid and how many types of solvent is stirred, affect how fast solutes dissolve. How solutes can be recovered from a solution by evaporation.
- How mixtures can be separated by sieving, filtering or evaporation.
- How a reversible change can be undone because materials can go back to how they were before the reactions took place.

By the end of the unit children should know:

- The names of the planets, and the order of planets, in our Solar System.
- Planets in our solar system, the Sun and the moon are spherical.
- That planets orbit the Sun.
- That day and night is caused by the rotation of the Earth on its axis.
- How time zones are caused by the rotation of the Earth on its axis.
- The rotation of the Earth on its axis makes the Sun appear to move across the sky. The sun rises in the east and sets in the west because the Earth rotates towards the east.
- We can see the moon because of the Sun's reflection upon it.
- The moon appears to change shape because of the amount of sunlight reflecting upon it.
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By the end of the unit children should know:

- Sexual reproduction in plants is where the pollen from one plant's stamen is transferred to the stigma of another plant to make new seeds.
- In sexual reproduction, the new seeds are not identical to the parent plants.
- Asexual reproduction only requires one plant. The pollen from the plant's stamen goes onto the stigma to make new seeds.
- Asexual reproduction produces identical offspring.
- How mammals reproduce through mating.
- What the life cycle of a mammal looks like.
- What insect lifecycles look like, including how some insects metamorphosize.
- What amphibian lifecycles are like.
- The similarities and differences between mammal, insects and amphibian life cycles.

By the end of the unit children should know:

- How humans grow and change from a foetus - old age.
- How foetus' grow and change inside the womb.
- How babies grow in size during their first year.
- What changes occur during puberty.
- What changes occur during old age.

By the end of the unit children should know:

- The names of forces that exist around them (gravity, friction, air resistance and water resistance).
- That gravity pulls object towards the centre of the Earth.
- Gravity keeps objects on Earth, and it keeps planets in orbit around the Sun.
- That friction is the force that acts when two objects are sliding across each other, and that friction always works in the opposite direction that the object is trying to move in.
- Friction slows things down and stops them moving.
- The types of materials that create the most friction e.g. rubber, sandpaper etc.
- Air resistance is the friction that acts between an object and the air, and that it acts to slow moving objects.
- How the different variables of a parachute can affect its rate of descent.
- That water resistance is the friction between an object and water, and it slows objects moving in water.
- How the different variables affect how fast an object moves through water.
- What pulleys, levers and gears are, and how they are used.

	<ul style="list-style-type: none">- That burning and acid reactions are irreversible because the materials are changed forever.-				
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By the end of the unit, children will develop the following working scientifically skills:

- **WSs1 - Asking questions**- use their science experience to raise questions.
- **WSs2 - Making predictions**- Make independent predictions giving reasons for their decisions.
- **WSs3 - Setting up tests** - with help, select and plan the most appropriate scientific enquiry to use to answer scientific questions. With support, recognise when and how to set up tests and explain which variables need to be controlled and why.
- **WSs4 - Observing and measuring** - with help, make their own decisions about what observations to make and what measurements to use, and how long

By the end of the unit, children will develop the following working scientifically skills:

- **WSs4 - Observing and measuring** - with help, make their own decisions about what observations to make and what measurements to use, and how long for. Choose the most appropriate equipment to make measurements and take repeat measurements where appropriate.
- **WSs5 - Recording data**- with help, decide how to record data and results of increasing complexity from a choice of familiar approaches; scientific diagrams and labels, classification keys, tables, scatter graphs, and bar or line graphs.

Through the following enquiry types:

- **Research** recognise which secondary sources will be most useful to research their ideas.
- **Observation over time** with help, make their own decisions about what observations to make,

By the end of the unit, children will develop the following working scientifically skills:

- **WSs4 - Observing and measuring** - with help, make their own decisions about what observations to make and what measurements to use, and how long for. Choose the most appropriate equipment to make measurements and take repeat measurements where appropriate.
- **WSs5 - Recording data**- with help, decide how to record data and results of increasing complexity from a choice of familiar approaches; scientific diagrams and labels, classification keys, tables, scatter graphs, and bar or line graphs.

Through the following enquiry types:

- **Research** recognise which secondary sources will be most useful to research their ideas.
- **Observation over time** with help, make their own decisions about what observations to make, what measurements to make and how long to make them for.
- **Identifying, grouping and classifying** use and develop keys and other information records to describe, classify, sort and

By the end of the unit, children will develop the following working scientifically skills:

- **WSs5 - Recording data**- with help, decide how to record data and results of increasing complexity from a choice of familiar approaches; scientific diagrams and labels, classification keys, tables, scatter graphs, and bar or line graphs.
- **WSs6 - Interpreting and communicating results**- use relevant scientific language and illustrations to communicate their ideas. Use written and oral forms such as displays and presentations to report conclusions and causal relationships. With help, identify scientific evidence that has been used to support or refute ideas or arguments.

Through the following enquiry types:

- **Research** recognise which secondary sources will be most useful to research their ideas.
- **Observation over time** with help, make their own decisions about what observations to make, what measurements to make and how long to make them for.

By the end of the unit, children will develop the following working scientifically skills:

- **WSs1 - Asking questions**- use their science experience to raise questions.
- **WSs2 - Making predictions**- make independent predictions giving reasons for their decisions.
- **WSs3 - Setting up tests** - with help, select and plan the most appropriate scientific enquiry to use to answer scientific questions. With support, recognise when and how to set up tests and explain which variables need to be controlled and why.
- **WSs4 - Observing and measuring** - with help, make their own decisions about what observations to make and what measurements to use, and how long for. Choose the most appropriate equipment to make measurements and take repeat measurements where appropriate.
- **WSs5 - Recording data**- with help, decide how to record data and results of increasing complexity from a choice of familiar approaches; scientific diagrams and labels, classification keys, tables, scatter graphs, and bar or line graphs.
- **WSs6 - Interpreting and communicating results**- use relevant scientific language and illustrations to communicate their ideas. Use written and oral forms such as displays and

for. Choose the most appropriate equipment to make measurements and take repeat measurements where appropriate.

- **WSs5 - Recording data-** with help, decide how to record data and results of increasing complexity from a choice of familiar approaches; scientific diagrams and labels, classification keys, tables, scatter graphs, and bar or line graphs.

Through the following enquiry types:

- **Research** recognise which secondary sources will be most useful to research their ideas.
- **Pattern seeking** look for different causal relationships in their data
- **Fair testing** with help, recognise

what measurements to make and how long to make them for.

identify living things and materials. **(OUTCOME)**

presentations to report conclusions and causal relationships. With help, identify scientific evidence that has been used to support or refute ideas or arguments.

- **WSs7 - Evaluating** with help evaluate the success of an investigation, and use their results to make predictions and identify when further observations, comparative and fair tests may be needed.

Through the following enquiry types:

- **Research** recognise which secondary sources will be most useful to research their ideas.
- **Fair testing** with help, recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- **Problem solving** with support, conduct tests to find answers to problems. Use scientific knowledge to support their answers.

when and how to set up comparative and fair tests and explain which variables need to be controlled and why.

- Identifying, grouping and classifying use and develop keys and other information records to describe, classify, sort and identify living things and materials. (OUTCOME)

National Curriculum

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.






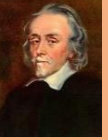
- describe the differences in the life cycles of a mammal, an amphibian, an insect and bird
- describe the life process of reproduction in some plants and animals

- describe the changes as humans develop to old age.

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	<p>uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none">• demonstrate that dissolving, mixing and changes of state are reversible changes• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
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Science - Learning Challenges/ Prior learning /Vocabulary/Knowledge Milestones/ Working Scientifically Skills/ National Curriculum Statements/ Y6

	Autumn		Spring	Summer	
KS2 Y6	Electricity	Evolution and inheritance	Light	Living things and their habitats	Animals including humans
Scientist/Inventor	Herta Ayrton 	Charles Darwin  Nasir al-Din Tus 	Patricia Bath 	Carl Linnaeus  Alexander Fleming	William Harvey 

Learning Sequence

- What are buzzers, and why are they used? **Research**
- What are motors and why are they used? **Research**
- Can you draw a scientific diagram of a circuit? **Research**
- What are volts? **Research**
How does the amount of volts in a cell affect _____ (the brightness of a bulb, the loudness of a buzzer, the speed of a motor)? *******
Fair testing
WSs1 WSs2 WSs3 WSs4 (measuring volts) WSs5, WSs6, WSs7 children work in groups.
- Does the _____ (length of a wire, thickness of a wire, position of the bulbs - parallel circuit vs series circuit) affect the brightness of the bulb? ******* chn choose variable.
WSs3 WSs4, WSs5, WSs6 and WSs7
Fair testing
- How does the _____ (length of a wire, thickness of a wire, position of the bulbs - parallel circuit vs series circuit, amount of other electrical components) affect a buzzers sound? ******* chn choose variable. **WSs1-WSs7** (chn work as independently as possible)
Fair testing
- How do landing light switches work? **Problem solving** (light with two

- How are plants adapted to their environment? **Research**
- How are animals adapted to their environment? **Research**
- Can you design an animal to live in a particular habitat? **Problem solving**
- What is natural selection? How does this lead to evolution? **Research**
- How do we know evolution happens? - *fossil records*
Research/Observation
- What is inheritance? How does this lead to variation? **Research WSs2** (predictions on what could happen when animals breed).

- How does light travel? **Research**
- How do our eyes help us to see light? **Research**
- Which materials are best for reflecting light? *******
WSs2, WSs3, WSs4, WSs5, WSs6 Fair testing
- Why are shadows the same shape as objects? **Research**
- Does the time of day affect the size of a shadow? *******
Observation/Pattern seeking WSs2, WSs3, WSs4, WSs5 WSs6 (start to remove scaffolding)
- Why do objects look different in water? **Research**

- How are animals classified? **Vertebrates and invertebrates Research**
- How are plants classified? **Research**
- What are microorganisms? How can these be classified? **Research**
- Can you create your own classification key and give reasons for your choices? - give children some unfamiliar animals and let them research to help classify it.
- **WSs5 WSs6 Identifying, grouping and classifying**

- What is the circulatory system made of? **Research**
- How does our heart work? **Research**
- What is blood made of? **Research**
- Why do we need a circulatory system? - *functions of heart (pump blood around body), blood vessels (transport blood to every part of body) and blood (transport nutrients and water around the body after it is absorbed in the intestines)* **Research**
- How can I keep my heart healthy? **Research**
- Does the _____ (the age of a person, the height of a person, the weight of a person, the amount of exercise a person does) affect their heart rate? ******* **Pattern seeking**
Chn to choose own variable. WSs1, WSs2, WSs3, WSs4, WSs5, WSs6, WSs7 (scaffolded through each step)
- What can damage our heart? **Research/Observation** of damaged hearts, and could possibly make predictions of what they thing caused it.

	<i>switches) (NC- position of on and off switches)</i>				
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Prior learning

Y4:

- Why electricity is so important to us.
- The names of the parts of a circuit
- How to make a simple circuit.
- How to problem solve when a circuit fails.
- What a switch does.
- What electrical conductors and insulators are, and which materials are the best conductors of electricity.

Y5:

How materials can be grouped based on their properties, including electrical conductivity

EYFS:

- Begin to make sense of their own life-story and family's history.
- Notice differences between people

Y1:

- Name parts of a flowering plant and a tree
- State how evergreen and deciduous trees are different
- Know the names of common garden and wild plants, as well as common trees.

Y2:

- What plants need to stay alive (water, light and suitable temp.
- What are offspring?
- Do all animal offspring look like their adult? - sorting - these do, these don't

Y3:

- The functions of each part of a plant.
- Further conditions for successful growth of plants (air, space, nutrients to grow).
- How plants do not all need the same conditions to grow.
- What fossils are and how they are formed.

EYFS:

- Talk about what they see,
- Describe what they see, hear and feel while they are outside.

Y1:

- Senses - using their eyes to see around them.

Y2:

- Materials - opaque, translucent and transparent.

Y3

- How dark is the absence of light.
- How light helps us to see by reflecting off objects and into our eyes
- Why light from the Sun is dangerous for our eyes and skin.
- How we can protect ourselves from the Sun.
- That shadows are formed when an opaque object blocks the light.
- How shadows change depending on where the light source is.

Y5:

- Solar system - could mention light comes from light sources like the Sun. Life wouldn't be sustained on Earth without the Sun.

EYFS:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Y1:

- the names of a range of animals, including pets and wild animals.
- Comparing and sorting animal body parts to human body parts.

Y2:

- what habitats are and why they are so important to animals.
- what habitats animals live in.
- what microhabitats are and the names of minibeasts who live there.

Y3

- functions of parts of a plant - link to flowering and non-flowering.

Y4:

- How to sort animals into groups based on their appearance.
- That vertebrates are animals with back bones and that there are 5 categories of vertebrates (mammals, fish, birds, amphibians and reptiles) that scientists use to sort animals.

EYFS:

- Use all their senses in hands-on exploration of natural materials.
- Understand the key features of the life cycle of a plant and an animal.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Y1:

- the names of their body parts e.g. eyes, arm, leg, head, teeth etc.
- how animals can be herbivores, omnivores or carnivores.
- what the 5 senses are, which body part we use for each sense and what each sense is used for.

Y2:

- What do animals need to stay alive?
- Why is eating healthily and exercising important?

Y3:

- Humans have to eat protein, carbohydrates, protein, vitamins and minerals and fats to stay alive and healthy.
- The common bones in the human body (femur, ribs, skull (cranium), spine etc).
- The functions of a skeleton - support, movement, protection and making blood cells.

		<p>Y4:</p> <ul style="list-style-type: none"> The positive and negative effects that humans have on animal habitats, and why this can be detrimental to animals. <p>Y5:</p> <ul style="list-style-type: none"> Sexual reproduction in plants is where the pollen from one plant's stamen is transferred to the stigma of another plant to make new seeds. In sexual reproduction, the new seeds are not identical to the parent plants. How mammals reproduce through mating. 		<ul style="list-style-type: none"> What a classification key is and how to use it. How to create a classification system to sort animals. The positive and negative affects that humans have on animal habitats, and why this can be detrimental to animals. <p>Y5:</p> <ul style="list-style-type: none"> How plants reproduce sexually and asexually How animals reproduce by mating Life cycles of different vertebrates.. 	<ul style="list-style-type: none"> Muscles work by contracting and relaxing. This pulls tendons, which pull on the bones. - link to heart as a muscle. <p>Y4:</p> <ul style="list-style-type: none"> How the digestive system works - parts of the body (mouth, tongue, teeth, oesophagus, stomach and small and large intestine) and their role in digestion. <p>Y5:</p> <ul style="list-style-type: none"> How humans grow and change from a foetus - old age.
Vocabulary	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - buzzer - motor - volt - circuit - circuit symbols 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • adaptation • characteristic • inherited • variation • evolution 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • light rays • reflection • retina • optic nerve • pupil 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> - vertebrate - invertebrate - microorganism - flowering plants - non-flowering plants 	<p>Specific vocabulary:</p> <ul style="list-style-type: none"> • heart • blood vessels • pulse • transported • oxygen • carbon dioxide

Knowledge Milestones

By the end of the unit children should know:

- What buzzers are, and why they are used.
- What motors are, and why they are used.
- How to draw a scientific diagram of a circuit, using circuit symbols.
- That volts are the difference in electrical energy between two parts of a circuit.
- How voltage affects the different components of a circuit.
- How changing different components (thickness of wire, set up - parallel vs series circuit) affects the way a circuit functions.
- How changing different variables affects a buzzers sound.
- How landing light circuits have two switches.

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By the end of the unit children should know:

- that adaptations are features that allow a plant/animal to live successfully in their habitat.
- Ways that plants have adapted depending on their habitat e.g. in a rainforest, plants would need big leaves to capture light, and in a mountainous environment, plants would need strong roots to break through rocks.
- Ways that animals have adapted depending on their habitat e.g. desert animals have long eyelashes to block out sand, and Antarctic animals have lots of blubber to keep them warm.
- that natural selection is the survival of the fittest
 - those best adapted, survive in their habitats and they pass those adaptations onto their offspring, leading to evolution.
 - fossil records provide evidence of evolution.
 - that inheritance is when a living thing reproduces and passes on its genetic information to its offspring.

How reproduction causes variation amongst offspring (some genetic information passed from mother and some from father).

By the end of the unit children should know:

- Light travels in straight lines from a light source.
- Light is reflected into our eyes through the cornea. It is detected by the retina, and the information is sent through the optic nerve to the brain.
- Which materials are best for reflecting light.
- That shadows are the same shape as objects because shadows block light.
- How shadow length and direction change throughout the day, and how this is related to the Sun's apparent movement across the sky.
- Why objects look different in water due to water absorbing light.

By the end of the unit children should know:

- Animals can be more specifically classified into vertebrates (mammals, reptiles, fish, birds and amphibians) and invertebrates (insects, arachnids and crustaceans)
- Plants can be classified as flowering and non-flowering.
- Microorganisms are tiny, living things, too small to see with the naked-eye.
- Microorganisms can be classified into bacteria, fungi, and viruses.
- How to sort animals, plants and microorganisms by creating their own classification keys, and how to give reasons for their choices.

By the end of the unit children should know:

- The circulatory system is made up of the heart, blood vessels (aorta and vena cava) and blood.
- The heart works by pumping blood to the lungs to collect oxygen. The blood then returns to the heart to be pumped around the body.
- Blood is made from plasma, white blood cells, red blood cells and platelets.
- A circulatory system is important as it supplies our body with water, oxygen and nutrients to keep it alive.
- Eating the right nutrition and exercising keep the heart healthy.
- How different variables can influence heart rate.
- How alcohol and drugs can damage our heart.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs1-** Asking questions - Use their science experiences to explore ideas and raise different kinds of questions.
- **WSs2-** Making predictions - Make predictions using scientific knowledge and understanding.
- **WSs3-** Setting up tests - Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
- **WSs4 -** Measuring - Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
- **WSs5-** Recording data - Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **WSs6-** Interpreting and communicating

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs2-** Making predictions - Make predictions using scientific knowledge and understanding.

Through the following enquiry types:

- **Research-** Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.
- **Observing over time-** Make their own decisions about what observations to make, what measurements to use and how long to make them for.
- **Problem solving -** Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs2-** Making predictions - Make predictions using scientific knowledge and understanding.
- **WSs3-** Setting up tests - Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
- **WSs4 -** Measuring - Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
- **WSs5-** Recording data - Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **WSs6-** Interpreting and communicating results - Interpret observations and data, including identifying patterns and using observations,

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs5-** Recording data - Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **WSs6-** Interpreting and communicating results - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions

Through the following enquiry types:

- **Research-** Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.
- **Identifying, grouping and classifying -** Use and develop keys and other information records to identify, classify and describe living things and materials, and identify

By the end of the unit, children will develop the following working scientifically **skills**:

- **WSs1-** Asking questions - Use their science experiences to explore ideas and raise different kinds of questions.
- **WSs2-** Making predictions - Make predictions using scientific knowledge and understanding.
- **WSs3-** Setting up tests - Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
- **WSs4 -** Measuring - Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.
- **WSs5-** Recording data - Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **WSs6-** Interpreting and communicating

	<p>results - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.</p> <ul style="list-style-type: none"> • WSs7- Evaluating- Evaluate data, showing awareness of potential sources of random and systematic error. <p>Through the following enquiry types:</p> <ul style="list-style-type: none"> • Fair testing - - Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. • Research Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. • Problem solving Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. <ul style="list-style-type: none"> • 		<p>measurements and data to draw conclusions</p> <p>Through the following enquiry types:</p> <ul style="list-style-type: none"> • Fair testing- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. • Research- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. • Observation closely/over time - Make their own decisions about what observations to make, what measurements to use and how long to make them for • Pattern seeking Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. • 	<p>patterns that might be found in the natural environment</p>	<p>results - Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</p> <ul style="list-style-type: none"> • WSs7- Evaluating- Evaluate data, showing awareness of potential sources of random and systematic error. <p>Through the following enquiry types:</p> <ul style="list-style-type: none"> • Research- Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. • Pattern seeking Look for different causal relationships in their data and identify evidence that refutes or supports their ideas. • Observation closely/over time - Make their own decisions about what observations to make, what measurements to use and how long to make them for
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<p style="text-align: center;">National Curriculum</p>	<ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram 	<ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans
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