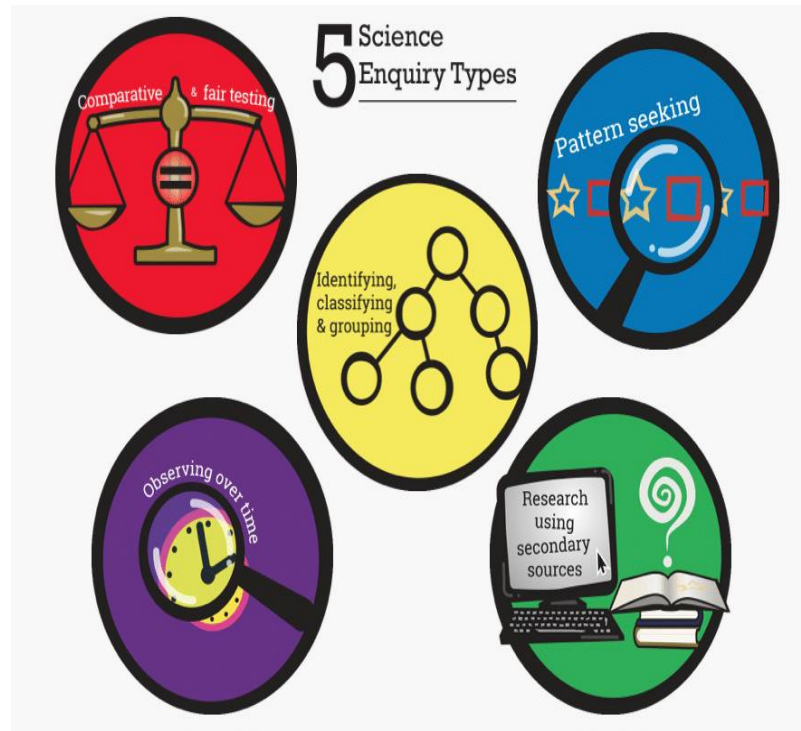


The main three aims in science are:

- 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.

Children will achieve these aims through a range of scientific enquiries and the Plan, Do, Review approach which assesses childrens working scientifically skills.













TAPS Working Scientifically Cycle



The five scientific enquiry types in science are:

- **Comparative and fair testing** - Pupils identify the effect of changing one variable on another whilst attempting to keep other variables constant. They are useful for gathering data that might inform predictions and further tests. In comparative tests pupils compare one event with another and identify different outcomes. With fair tests pupils look to identify a causal relationship between two variables.
- **Pattern seeking** - Pupils make observations and measure to explore natural events where there are variables that they can't easily control. They seek to identify patterns in the measurements, which may lead to other investigations in an effort to try to explain why a particular pattern occurred.
- **Identifying, classifying and grouping** - Pupils sort objects, materials, living things or events into manageable sets using different criteria.
- **Observation over time** - Pupils identify and measure events and changes in living things, materials and physical processes or events. These observations may take place over time spans of minutes or hours up to several weeks or months.
- **Secondary research** - Pupils use a range of secondary sources (books, websites, articles, people, videos etc.) to gather evidence to answer questions. They look for patterns in the information they collect, evaluating the reliability and trustworthiness of the evidence they collect when drawing conclusions.

Every lesson and enquiry type should be underpinned by at least one or more working scientifically skills as shown below:

	Science skill		Science skill
	Asking scientific questions		Presenting results
	Planning an enquiry		Interpreting results
	Observing closely		Drawing conclusions (KS2 only)
	Taking measurements		Making predictions (KS2 only)
	Gathering and recording results		Evaluating an enquiry (KS2 only)

EYFS Aims

In the Early Year Foundation Stage, children begin to learn that as they grow up they are increasingly able to do more things for themselves independent, through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early scientific skills. The aims and content address a number of key scientific concepts. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing and finding out about the environment.

The aims of our EYFS curriculum is to develop children's early scientific skills by providing rich experiences to promote the following:

Three and Four-Year-Olds

Communication and Language

Pupils should be given the opportunity to:

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Personal, Social and Emotional Development

Pupils should be given the opportunity to:

- Make healthy choices about food, drink, activity and tooth brushing

Understanding the World

Pupils should be given the opportunity to:

- Use 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

Pupils should be given the opportunity to:

- 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 help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Use new vocabulary in different contexts

Personal, Social and Emotional Development

Pupils should be given the opportunity to:

- Know and talk about the different factors that support their overall health and wellbeing
 - regular physical activity
 - healthy eating

- tooth brushing
- sensible amounts of screen time
- having a good sleep routine
- being a safe pedestrian

Understanding the World

Pupils should be given the opportunity to:

- 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

ELG: Communication and Language - Listening, Attention and Understanding

Pupils should be given the opportunity to:

- Make connections about what they have heard and ask questions to clarify their understanding

ELG: Personal, Social and Emotional Development - Managing Self

Pupils should be given the opportunity to:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice.

ELG: Understanding the World - The Natural World

Pupils should be given the opportunity to:

- 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

Season

This topic will be ongoing throughout the year and will be included throughout your other topics.

- Seasonal walks (welly walks)
- Discuss appropriate clothing (the clothes on a doll/teddy)
- Using photos, what is the weather like? Why is she wearing sunglasses?
- Matching pictures to clothes. Matching trees to the weather.
- Leaf matching
- Taking photos and talking about them.
-

Key Vocabulary

N - Autumn, Winter, Spring, Summer, hot, cold, sun, wind, ice, snow, rain, cloud

R - Seasons, hail, mist, fog, dew, warm, damp, overcast

Autumn 1	Spring 1	Summer 1
<p>Humans</p> <ul style="list-style-type: none"> • Different parts of the human body. • Make robot hands. • Look at how they have changed and how we are different from each other. • Drawing pictures of their face. 	<p>Materials</p> <ul style="list-style-type: none"> • Talk about why things happen and how things work. • Natural and found objects. • Floating and sinking. • Freezing and melting. • Magnets. 	<p>Habitats</p> <ul style="list-style-type: none"> • Talk about where you live and what nature is. • Talk about how we care for animals. • Talk about things observed such as plants and animals. • Notice features of objects in their environment. • Light and dark - linked to habitats.

<ul style="list-style-type: none"> Talk about different food and limits of those. <p>Life cycles</p> <ul style="list-style-type: none"> Baby - toddler - child - adult 	<ul style="list-style-type: none"> Testing materials. 	<ul style="list-style-type: none">
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>N - Baby, grown up, boy, girl, head, body, arms, legs, nose, mouth, eyes, healthy, choice</p> <p>R - Adult, child, toddler, ears, face, features, grow, change, life cycle, sugar, fats, teeth</p>	<p>N - Materials, water, plastic, metal, wood, ice, glass</p> <p>R - Floating, sinking, freezing, melting, magnets, shiny, dull, rough, smooth</p>	<p>N - Home, cold, hot, food, drink, dark, safe, animal, plant</p> <p>R - Habitat, warm, care, liquid, environment, light, observed</p>
Start Small Dream Big	Start Small Dream Big	Start Small Dream Big
School Nurse	GSK - Material Scientist - GlaxoSmithKline - SchoolScience.co.uk	Zoologist
Autumn 2	Spring 2	Summer 2
<p>Forces</p> <ul style="list-style-type: none"> Similarities and differences in relation to places, objects, materials and living things. Car ramps - different ramps or cars. Ball rolling. Push and pull toys. <p>Electricity</p> <ul style="list-style-type: none"> Understand that some object need electricity to work. Understand a switch will turn something on and off. Build circuits. <p>*To have a range of battery operate items on the investigation table.</p>	<p>Plants</p> <ul style="list-style-type: none"> Observations of plants, trees and flowers. Planting and growing. Planting cress on the investigation table. Draw plants and trees and talk about them. Seasonal walks. <p>Animals</p> <ul style="list-style-type: none"> Understanding of growth and change (including lifecycles). Talk about observations. Farm animals, zoo animals and sea animals - similarities and differences. How we care about animals (visits from Hearing Dogs) 	<p>Habitats</p> <ul style="list-style-type: none"> Continuation from Summer 1 <p>Mini beasts</p> <ul style="list-style-type: none"> Make a bug den. Watching the life cycle of a butterfly. Small world play. Bug hunt in different habitats. Spider web hunt. Bug boxes and magnifying glasses. Be a minibeast detective.
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>N - Push, pull, plug, charge</p> <p>R - Force, push, pull, magnet, battery, electricity</p>	<p>N - Tree, flower, plant, leaf, change, grow, Spring, Autumn, Summer, Winter, different, cress, water</p> <p>R - Seasons, trunk, stem, petal, blossom, bloom, change, growth, care, investigate, same, life cycle</p>	<p>N - Home, bugs, dark, food, dry, magnifying glass, bug hunt, look</p> <p>R - Habitat, light, feed, water, drink, binoculars, observe, detective</p>
Start Small Dream Big	Start Small Dream Big	Start Small Dream Big
<p>Forces and Motion Workshop (Physicist)</p> <p>Forces and Motion Workshops for Schools - We list them here. Take a look. (educationalworkshops.co.uk)</p> <p>Fire Service (Electrical Safety)</p>	<p>Botanist</p> <p>Zoologist - ZooLab Classroom Animal Encounters Animal Therapy United Kingdom (zoolabuk.com)</p>	Zoologist

Year 1		
Autumn	Spring	Summer
<u>Autumn 1</u> Animals, including humans	<u>Spring 1</u> Everyday Materials	<u>Summer 1</u> Plants
<u>Autumn 2</u> Animals, including humans	<u>Spring 2</u> Careers Term	<u>Summer 2</u> Seasonal Changes

Year 2		
Autumn	Spring	Summer
<u>Autumn 1</u> Animals including humans	<u>Spring 1</u> Everyday Materials	<u>Summer 1</u> Animals including humans
<u>Autumn 2</u> Animals including humans	<u>Spring 2</u> Careers term	<u>Summer 2</u> Plants

Working Scientifically Year 1 and 2 (To be complete during every topic)

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Autumn 1	Spring 1	Summer 1
<p><u>Animals, including humans</u></p> <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). Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - mammals, fish, birds and reptiles. Identifying, classifying and grouping - carnivore, omnivore and herbivore. Identifying, classifying and grouping - Name and parts of the human body. Pattern seeking - Compare animals within the mammal, reptile, bird, fish or amphibian groups to spot similarities and differences in their features and abilities. Comparative and fair test - Using different senses <p><i>Additional scientific enquires for additional lessons</i></p> <ul style="list-style-type: none"> Secondary research - diets of animals which are herbivores, omnivores and carnivores. Pattern seeking - Notice links between why certain animals can or cannot be found living in the local area. Observation over time - Identify which senses are being used over a period of time to find out which sense is being used the most and least. <p>Key Scientist David Attenborough (1926 -) https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2</p>	<p><u>Everyday Materials</u></p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - Different materials. Identifying, classifying and grouping - properties of objects and materials. Pattern seeking - Do all plastics bend? Are all glasses transparent? Comparative and fair test - Test materials (waterproof or not waterproof) <p>Key Scientist Becky Schroeder (1962-) Female Scientist (squarespace.com)</p>	<p><u>Plants</u></p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - types of trees Identifying, classifying and grouping - wild and garden plants <p>Key Scientist Carolus Linnaeus (1879 - 1955) Carolus Linnaeus - Biography, Facts and Pictures (famousscientists.org)</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary

Omnivore Herbivore Carnivore Fish Amphibian Gills Scales Fins Hearing	Torso Sight Backbone Mammal	Vertebrae Invertebrate Reptile Limbs Smell Taste Touch Bird	Material Object Property Wood Glass	Plastic Metal Waster Rock Physical properties	hard/soft transparent/opaque solid/liquid/gas shiny/dull smooth/rough	Wild Cultivated Deciduous Roots	Flowering Evergreen Structure Twig	Leaves Trunk Flowers Branch
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Autumn 2

Animals, including humans

- 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).
- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.

Scientific enquiries

- *Identifying, classifying and grouping - mammals, fish, birds and reptiles.*
- *Identifying, classifying and grouping - carnivore, omnivore and herbivore.*
- *Identifying, classifying and grouping - Name and parts of the human body.*
- *Pattern seeking - Compare animals within the mammal, reptile, bird, fish or amphibian groups to spot similarities and differences in their features and abilities.*
- *Comparative and fair test - Using different senses*

Additional scientific enquires for additional lessons

- *Secondary research - diets of animals which are herbivores, omnivores and carnivores.*
- *Pattern seeking - Notice links between why certain animals can or cannot be found living in the local area.*
- *Observation over time - Identify which senses are being used over a period of time to find out which sense is being used the most and least.*

Key Scientist

David Attenborough (1926 -)

Spring 2

Careers Term

Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.

Summer 2

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Scientific enquiries

- *Observation over time - Observe changes in trees, plants and the sky across the seasons*
- *Identifying, classifying and grouping - clothing, animals and activities by season*
- *Pattern seeking - look for patterns in summer weather over time.*

https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2								
Key Vocabulary			Key Vocabulary			Key Vocabulary		
Omnivore Herbivore Carnivore Fish Amphibian Gills Scales Fins Hearing	Torso Sight Backbone Mammal	Vertebrae Invertebrate Reptile Limbs Smell Taste Touch Bird				Season Temperature Daylight	Sunrise Sunset Weather	Rainfall Shadow Wind
Key Vocabulary - Working Scientifically * to be used continually throughout the year.								
Answer Question Observe Equipment	Identify Classify Sort Group					Record Compare Describe Contrast		
In each related term:								
Year 1 - Seasonal Changes <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. 			Day length Seasons Summer Winter Rain gauge			Spring Autumn Light Dark Forecast		

Fins Hearing		Bird						
Autumn 2			Spring 2			Summer 2		
<p>Animals, including humans</p> <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). Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - mammals, fish, birds and reptiles. Identifying, classifying and grouping - carnivore, omnivore and herbivore. Identifying, classifying and grouping - Name and parts of the human body. Pattern seeking - Compare animals within the mammal, reptile, bird, fish or amphibian groups to spot similarities and differences in their features and abilities. Comparative and fair test - Using different senses <p><i>Additional scientific enquires for additional lessons</i></p> <ul style="list-style-type: none"> Secondary research - diets of animals which are herbivores, omnivores and carnivores. Pattern seeking - Notice links between why certain animals can or cannot be found living in the local area. Observation over time - Identify which senses are being used over a period of time to find out which sense is being used the most and least. <p>Key Scientist David Attenborough (1926 -) https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2</p>			<p>Careers Term Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.</p>			<p>Plants</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Observation over time - planting a bulb (class) Observation over time - planting two seeds. One watered the other one not watered (class) Observation over time - planting a seed (individual) Observation over time - extreme conditions for growing conditions (too hot, too much water) Pattern seeking - Are there areas where plants grow more healthily? Pattern seeking - Do bigger seeds germinate more quickly? Comparative and fair test - What conditions does a plant need to grow and stay healthy. Secondary research - life cycle/different plants. <p>Key Scientist Carolus Linnaeus (1879 - 1955) Carolus Linnaeus - Biography, Facts and Pictures (famousscientists.org)</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
Omnivore Herbivore Carnivore Fish Amphibian Gills Scales Fins	Torso Sight Backbone Mammal	Vertebrae Invertebrate Reptile Limbs Smell Taste Touch Bird				Bulbs Seeds	Growth Mature Nutrients	Germinate Dispersal

Hearing							
Key Vocabulary - Working Scientifically <i>* to be used continually throughout the year.</i>							
Answer		Identify		Record			
Question		Classify		Compare			
Observe		Sort		Describe			
Equipment		Group		Contrast			

Year 3		
Autumn	Spring	Summer
<u>Autumn 1</u> Forces and Magnets	<u>Spring 1</u> Animals including humans	<u>Summer 1</u> Rocks
<u>Autumn 2</u> Light	<u>Spring 2</u> Careers term	<u>Summer 2</u> Plants

Year 4		
Autumn	Spring	Summer
<u>Autumn 1</u> Forces and Magnets	<u>Spring 1</u> Sound	<u>Summer 1</u> Living things and their habitats
<u>Autumn 2</u> Light	<u>Spring 2</u> Careers term	<u>Summer 2</u> Plants

Working Scientifically Year 3 and 4 (to be completed throughout all topics within the year)

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Autumn 1			Spring 1			Summer 1		
<p>Forces and magnets</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Comparative & fair test - friction investigation Comparative & fair test - paper clip and magnet experiment Identifying, classifying and grouping - magnetic and non-magnetic. Comparative & fair test - keys experiment <p>Key Scientist William Gilbert (1544-1603) https://www.famousscientists.org/william-gilbert/</p>			<p>Animals, including humans</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - Food groups. Secondary research - Food groups. Secondary research - diets of average person, body builder and marathon runner. Secondary research - different joints (hinge, glide, ball and socket) <p>Key Scientist Adelle Davis (1904-1974) Davis, Adelle (1904-1974) Encyclopedia.com</p>			<p>Rocks</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - Rocks and their type. Comparative and fair test - Permeability and durability of rocks Secondary research - Rock types <p>Key Scientist Mary Anning (1799-1847) Who was the fossil hunter Mary Anning? - BBC Bitesize</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
Magnetic Force Magnets Repel Attract	Compare Poles North Materials South	Push Pull Resistance	Incisor Canine Food chain	Producer Predator Prey Consumer Oesophagus	Stomach Intestine (Sm + LG) Rectum Scavenger Consumer	Appropriate Key Stage 1 vocabulary and: Rocks Appearance Magma Permeable	Crumbly Crystals Sedimentary Fossils Lava Impermeable	Soils Organic Matter Igneous Metamorphic Sediment Density
Autumn 2			Spring 2			Summer 2		
<p>Light</p> <ul style="list-style-type: none"> recognize that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognize that light from the sun can be dangerous and that there are ways to protect their eyes recognize that shadows are formed when the light from a light source is blocked by an opaque object <p>Find patterns in the way that the size of shadows change.</p> <p><i>Scientific enquiries</i></p>			<p>Careers Term</p> <p>Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.</p>			<p>Plants</p> <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 <p><i>Scientific enquiries</i></p>		

<ul style="list-style-type: none"> Identifying, classifying and grouping - natural, manmade or not light sources. Identifying, classifying and grouping - reflective materials or not Comparative and fair test - design, make and test a badge. Pattern seeking - UV lights Identifying, classifying and grouping - opaque, transparent and translucent. Comparative and fair test - opaque puppet and the shadow it casts. <p>Key Scientist Albert Einstein (1879 - 1955) https://www.twinkl.co.uk/teaching-wiki/albert-einstein#:~:text=Einstein%20discovered%20the%20idea%20that,lots%20of%20branches%20of%20science.</p>				<p>Observation over time - tomato, cactus and cress in sand and compost.</p> <ul style="list-style-type: none"> Observation over time - onions test. Observation over time - celery/carnations in coloured water. <p>Key Scientist Carolus Linnaeus (1879 - 1955) Carolus Linnaeus - Biography, Facts and Pictures (famousScientists.org)</p>				
Key Vocabulary			Key Vocabulary			Key Vocabulary		
Light Dark Reflected/reflection Surface	Sun Shadows Translucent Patterns Emit Pupil Retina	Opaque Transparent				Key Stage 1 Vocabulary and: Transportation Pollination Seed dispersal Seed formation Stigma	Life cycle Stem Roots Function Nutrients Anther	
Key Vocabulary - Working Scientifically * to be used continually throughout the year.								
Revisit Year 1/2 vocabulary and: Measure Investigate Compare Fair test Conclusions			Predictions Evidence Improve Construct Interpret					
Interpreting and gathering data * not all applicable to every lesson or unit of work.								
Tally charts Tables Pictographs Bar graphs								

Autumn 1			Spring 1			Summer 1		
<p>Forces and magnets</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Comparative & fair test - friction investigation Comparative & fair test - paper clip and magnet experiment Identifying, classifying and grouping - magnetic and non-magnetic. Comparative & fair test - keys experiment <p>Key Scientist William Gilbert (1544-1603) https://www.famousscientists.org/william-gilbert/</p>			<p>Sound</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Pattern seeking - tuning forks in water. Comparative & fair test - rice and drums. Comparative & fair test - earmuff investigation Pattern seeking - using a range of instruments to investigate the range of sounds they make. Comparative & fair test - water xylophone <p>Key Scientist Alexander Graham Bell (1847 - 1922) https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/z4vp7nb?s_crllybrkr=cd_b7c3f3</p>			<p>Year 4 - Living things and their habitats</p> <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. <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - animal groups • Identifying, classifying and grouping - animals into environments Secondary research - refer to progression document <p>Key Scientist David Attenborough (1926 -) https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2planet-ks2</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
Magnetic Force	Compare Poles	Push Pull Resistance	Vibrations	Volume Loudness	Frequency Medium	Year 2 Vocabulary and:	Microorganisms	Environment
Magnets Repel	North Materials		Sound wave	Amplitude	Medium	Classification	Characteristic s	Changes Endangered
Attract	South		Travel	Frequency	Soundproof	Mini beasts	Group	species Dangers
			Ear	Wave	Vacuum	Vertebrate	Keys	
			Distance	Amplitude			Plants	
			Sound source	Decibel				
			Pitch					
Autumn 2			Spring 2			Summer 2		
<p>Light</p> <ul style="list-style-type: none"> recognize that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognize that light from the sun can be dangerous and that there are ways to protect their eyes recognize that shadows are formed when the light from a light source is blocked by an opaque object 			<p>Careers Term</p> <p>Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.</p>			<p>Plants</p> <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 		

<p>Find patterns in the way that the size of shadows change.</p> <p><i>Scientific enquiries</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - natural, manmade or not light sources. Identifying, classifying and grouping - reflective materials or not Comparative and fair test - design, make and test a badge. Pattern seeking - UV lights Identifying, classifying and grouping - opaque, transparent and translucent. Comparative and fair test - opaque puppet and the shadow it casts. <p>Key Scientist Albert Einstein (1879 - 1955) https://www.twinkl.co.uk/teaching-wiki/albert-einstein#:~:text=Einstein%20discovered%20the%20idea%20that,lots%20of%20branches%20of%20science.</p>		<ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p><i>Scientific enquiries</i> Observation over time - tomato, cactus and cress in sand and compost.</p> <ul style="list-style-type: none"> Observation over time - onions test. Observation over time - celery/carnations in coloured water. <p>Key Scientist Carolus Linnaeus (1879 - 1955) Carolus Linnaeus - Biography, Facts and Pictures (famousscientists.org)</p>
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Key Vocabulary			Key Vocabulary			Key Vocabulary		
Light Dark Reflected/reflection Surface	Sun Shadows Opaque Transparent	Translucent Patterns Emit Pupil Retina				Key Stage 1 Vocabulary and: Transportation Pollination Seed dispersal Seed formation Stigma	Life cycle Stem Roots Function Nutrients Anther	

Key Vocabulary - Working Scientifically
 * to be used continually throughout the year.

Revisit Year 1/2 vocabulary and: Measure Investigate Compare Fair test Conclusions	Predictions Evidence Improve Construct Interpret
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Interpreting and gathering data
 * not all applicable to every lesson or unit of work.

- Tally charts
- Tables
- Pictographs
- Bar graphs

Year 5		
Autumn	Spring	Summer
<u>Autumn 1</u> Properties and changes of materials	<u>Spring 1</u> Animals including humans	<u>Summer 1</u> Living things and their habitats
<u>Autumn 2</u> Forces	<u>Spring 2</u> Careers term	<u>Summer 2</u> Earth and space

Year 6		
Autumn	Spring	Summer
<u>Autumn 1</u> Properties and changes of materials	<u>Spring 1</u> Electricity	<u>Summer 1</u> Living things and their habitats
<u>Autumn 2</u> Forces	<u>Spring 2</u> Careers term	<u>Summer 2</u> Animals including humans

Working Scientifically Year 5 and 6 (To be complete during every topic)

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Autumn 1			Spring 1			Summer 1		
<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes <p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - durability, transparency, conductivity and magnetism. Comparative test - Dissolving a solid into a liquid. Identifying classifying and grouping - solids, liquids and gases. Comparative and fair test - best materials for switch, cup and pan. <p>Key Scientist Ruth Benerito (1916-2013) Ruth Benerito - Kids Britannica Kids Homework Help</p>			<p>Animals including humans</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Key Scientist Charles Darwin (1809-1882) KS2: Charles Darwin - The biggest name in Victorian science - BBC Teach</p>			<p>Living Things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>Describe the life process of reproduction in some plants and animals.</p> <p>Key Scientist David Attenborough (1926 -) https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
<p>Recap appropriate</p> <p>LKS2 Vocabulary and:</p> <p>Transparency</p> <p>Conductivity</p> <p>Thermal</p> <p>Filtering</p> <p>Saturated</p>	<p>Reversible & irreversible changes</p> <p>New Materials</p> <p>Chemical changes</p> <p>Solution</p> <p>Soluble</p> <p>Dissolving</p>	<p>Evaporate</p> <p>Boiling</p> <p>Mixing</p> <p>Separation</p> <p>Sieve</p> <p>Magnetic</p> <p>Solubility</p>	<p>Life cycle</p> <p>Toddler</p> <p>Baby</p>	<p>Teenager</p> <p>Adolescent</p> <p>Adult</p> <p>Infant</p>		<p>Appropriate Key Stage 1 vocabulary and:</p> <p>Life cycles</p>	<p>Fur</p> <p>Size</p> <p>Feathers</p> <p>Leaves</p> <p>Flowers</p> <p>Bird</p>	<p>Bulbs</p> <p>Seeds</p> <p>Amphibian</p> <p>Mammal</p> <p>Insect</p> <p>Reproduction</p>
Autumn 2			Spring 2			Summer 2		
<p>Forces</p> <ul style="list-style-type: none"> 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 Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> Secondary research - Effects of gravity on different planets Comparative and fair test - Air resistance 			<p>Careers Term</p> <p>Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.</p>			<p>Earth and Space</p> <ul style="list-style-type: none"> 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 <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> Secondary research - planets and length of years. Secondary research - significant events around the moon. 		

<ul style="list-style-type: none"> • Pattern seeking - Streamlining shapes • Comparative and fair test - car/shoe friction investigation • Identifying, classifying and grouping - pulley, lever or gear. <p>Key Scientist Sir Issac Newton (1544-1603) Isaac Newton: The man who discovered gravity - BBC Teach</p>						<ul style="list-style-type: none"> • Secondary research - earth, moon and sun spherical. • Pattern seeking - size of planet and how long it takes to move around the sun. <p>Key Scientist Nicolaus Copernicus (1473-1543) Science KS2: The work of Nicolaus Copernicus - BBC Teach</p>			
Key Vocabulary			Key Vocabulary			Key Vocabulary			
Year 3 vocabulary and: Gravity Air resistance Water resistance Load Fulcrum	Friction Levers Pulley Gears Buoyancy Streamlined Mechanism	Newton Opposing Streamline Effort				Recap some of the appropriate Key Stage 1 Vocabulary and: Solar system Moon Sun Sphere/spherical	Rotation Day/night Planets Earth Orbit	Stationary Axis Mercury, Venus, Jupiter, Saturn, Uranus, Neptune. Geocentric and heliocentric.	
Key Vocabulary - Working Scientifically * to be used continually throughout the year.									
Revisit Year 3/4 vocabulary and: Plan Variables Measurements Accuracy			Precision Scientific diagrams Classification Graphs			Data Predictions Conclusion Relationships			Support Identify Patterns Quantitative measurements

Autumn 1			Spring 1			Summer 1		
<p>Properties and changes of materials</p> <ul style="list-style-type: none"> 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 uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes <p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - durability, transparency, conductivity and magnetism. Comparative test - Dissolving a solid into a liquid. Identifying classifying and grouping - solids, liquids and gases. Comparative and fair test - best materials for switch, cup and pan. <p>Key Scientist Ruth Benerito (1916-2013) Ruth Benerito - Kids Britannica Kids Homework Help</p>			<p>Electricity</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. <p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> Identifying, classifying and grouping - working and nonexamples of circuits. Observation - What will happen with bulb or buzzer in different circuits. <p>Key Scientist Alessandro Volta (1745-1827) Alessandro Volta - Students Britannica Kids Homework Help</p>			<p>Living Things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <p>Describe the life process of reproduction in some plants and animals.</p> <p>Key Scientist David Attenborough (1926 -) https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2 https://www.wwf.org.uk/get-involved/schools/calendar/a-life-on-our-planet-ks2</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
<p>Recap appropriate LKS2 Vocabulary and:</p> <p>Transparency Conductivity Thermal Filtering Saturated</p>	<p>Reversible & irreversible changes New Materials Chemical changes Solution Soluble Dissolving</p>	<p>Evaporate Boiling Mixing Separation Sieve Magnetic Solubility</p>	<p>Year 4 vocabulary and: Neutrons Protons Electrons Resistance</p>	<p>Appliances Mains Wires Bulbs Current</p>	<p>Battery Buzzer Switch Conductor Insulator</p>	<p>Appropriate Key Stage 1 vocabulary and: Life cycles</p>	<p>Fur Size Feathers Leaves Flowers Bird</p>	<p>Bulbs Seeds Amphibian Mammal Insect Reproduction</p>
Autumn 2			Spring 2			Summer 2		
<p>Forces</p> <ul style="list-style-type: none"> 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 Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 			<p>Careers Term</p> <p>Children explore science careers, understanding real-world applications and roles, linking learning to the science curriculum.</p>			<p>Animals including humans</p> <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 recognize 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. 		

<p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> • Secondary research - Effects of gravity on different planets • Comparative and fair test - Air resistance • Pattern seeking - Streamlining shapes • Comparative and fair test - car/shoe friction investigation • Identifying, classifying and grouping - pulley, lever or gear. <p>Key Scientist Sir Issac Newton (1544-1603) Isaac Newton: The man who discovered gravity - BBC Teach</p>						<p><i>Scientific enquires</i></p> <ul style="list-style-type: none"> • Secondary research - blood vessels/blood • Identifying, classifying and grouping - food groups. <p>Key Scientist <i>Daniel Hale Williams (1858-1931)</i> Science: Scientists and Inventors: Daniel Hale Williams Year 6 Lesson Pack 6 (twinkl.co.uk)</p>		
Key Vocabulary			Key Vocabulary			Key Vocabulary		
<p>Year 3 vocabulary and: Gravity Air resistance Water resistance Load Fulcrum</p>	<p>Friction Levers Pulley Gears Buoyancy Streamlined Mechanism</p>	<p>Newton Opposing Streamline Effort</p>				<p>Appropriate Lower Key Stage 2 Vocabulary and: Heart Valves</p>	<p>Vein Blood Drugs Artery Life style Blood vessels Capillaries</p>	<p>Involuntary muscle Plasma Drug/Alcohol Nutrients Food groups</p>
Key Vocabulary - Working Scientifically								
* to be used continually throughout the year.								
<p>Revisit Year 3/4 vocabulary and:</p> <p>Plan Variables Measurements Accuracy</p>			<p>Precision Scientific diagrams Classification Graphs</p>			<p>Data Predictions Conclusion Relationships</p>		
						<p>Support Identify Patterns Quantitative measurements</p>		