

# Eastfield Primary School



Science Long Term Curriculum Plan 2021-2022

---



Science at a Glance – Eastfield Primary School						
	Autumn		Spring		Summer	
EFYS	Animals including humans	Seasonal changes	Animals and their habitats – sealife animals	Everyday Materials	Living things - lifecycles	Plants - growth
Year 1	Animals Including Humans Naming types of animals and parts of animals		Everyday Materials (naming materials) Everyday Materials (properties of materials)		Plants Name plants, including trees.	
	Seasonal Changes Changes in the weather (all year)		Seasonal Changes Changes in the weather (all year)		Seasonal Changes Changes in the weather (all year)	
Year 2	Plants	Animals Including Humans	Uses of Everyday Materials Investigate the suitability of materials for their uses		Living Things and their Habitats	
Year 3	Plants The function of different parts of a plant	Animals Including Humans Nutrition/ Investigating skeletons	Rocks Identify and classify a variety of rocks	Forces and Magnets Magnetic Forces	Light Sources of light/ shadows	
Year 4	Electricity Electrical circuits and components	Sound How sound is made	States of Matter Solids, liquids and gasses	Animals Including Humans Food Chains	Living Things and their Habitats Group and classify living things.	Animals Including Humans (Digestive system/ teeth)
Year 5	Properties and Changes of Materials How materials change and can be separated	Animals Including Humans How humans change as they develop (SRE)	Living Things and their Habitats Lifecycles	Evolution and Inheritance How living things have adapted to suit their environments over time	Earth and Space The planets and the solar system	Forces The force of gravity/ air, water resistance and friction
Year 6	Light How light travels/how shadows are formed	Animals Including Humans The Heart	Living Things and their Habitats Classifying living things		Animals Including Humans Reproduction (SRE)	Electricity Variations in components



EYFS			
The children will have a range of opportunities to explore each of these objectives with a range of materials and opportunities throughout the continuous provision, in the natural environment and through science investigations both adult-led and child initiated.			
Understanding the world	Personal, Social and Emotional Development	Physical Development	Communication and Language
<p><b>3- 4 year olds</b>                      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. Plant seeds and care for growing plants.                      Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Reception</b>                      Explore the natural world around them.                      Describe what they see, hear and feel whilst outside.                      Understand the effect of changing seasons on the natural world around them.</p> <p><b>ELG_ The Natural World</b>                      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 changed in the natural world around them, including the seasons and changing states of <b>matter</b></p>	<p><b>Reception</b>                      Manage their own needs.</p> <p><b>ELG: Managing Self</b>                      Make their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b>3-4 year old</b>                      Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Reception</b>                      Know and talk about the different factors that support their overall health and Wellbeing,</p>	<p><b>Reception</b>                      Learn new vocabulary                      Engage in non-fiction books</p>

Key Stage 1  
Programme of Study

**Working scientifically**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- S1** asking simple questions and recognising that they can be answered in different ways
- S2** observing closely, using simple equipment
- S3** performing simple tests
- S4** identifying and classifying
- S5** using their observations and ideas to suggest answers to questions
- S6** gathering and recording data to help in answering questions

**Year 1 Science**

<p><b>Animals, including humans</b></p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and Omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Assessment Opportunity</b> Match the animals to their groups. Explain why they have put them in a particular group.</p> <p>Put body part names onto themselves in the correct places</p> <p><b>Working Scientifically</b> <b>Identifying and classifying.</b> This could be achieved by grouping animals according to diet e.g. Carnivores, omnivores, herbivores.</p> <p>Asking simple questions This could be achieved by choosing an animal and the children generating questions about that animal.</p> <p>(Grouping and classifying)</p>	<p><b>Plants</b></p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Assessment Opportunity</b> Make a poster with the parts of the plant labelled.</p> <p><b>Working Scientifically</b> <b>Observing closely using simple equipment</b> This could be achieved by identifying plants and trees e.g. names of plants, names of plant parts. This could be achieved by identifying trees by their leaves. This could be achieved by using a magnifying glass to observe different leaf buds and how the leaf bud develops over time. (Grouping and classifying / Observation over time).</p>	<p><b>Everyday materials</b></p> <p>To distinguish between an object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Assessment Opportunity</b> Put given materials into groups and explain their reasons.</p> <p><b>Working Scientifically</b> <b>Using their observations and ideas to suggest answers to questions</b> <b>Identifying and classifying.</b> This could be achieved by naming and sorting materials on the basis of their physical properties. <b>Perform simple tests.</b> This could be achieved by exploring objects that are always made out of the same material. E.g. Window made from glass. This could be achieved by name and property. Simple tests could be performed according to their property e.g. testing waterproof/absorbent. e.g an umbrella. A final test could be performed to choose an appropriate material for a task based on <b>a property.</b> (Comparative testing)</p>	<p><b>Seasonal changes</b></p> <p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Assessment Opportunity</b> Use a weather forecast to demonstrate they can describe the weather and daylight in each season.</p> <p><b>Working Scientifically</b> <b>Observing closely using simple equipment</b> This could be achieved by observing that at different times of the year it is either lighter or darker when they get up and go to bed. This could be achieved by looking at weather and plants across the seasons and identifying the changes. <b>Gathering and recording data to help in answering questions.</b> This could be achieved by making a table or chart of rainfall or temperature, sunset and sunrise for length of day. E.g. pictogram (Observation over time). (Pattern Seeking)</p>
---	---	---	--



Year 2 Science			
<p><b>Animals, including humans</b> To notice that animals, including humans, have offspring which grow into adults</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Assessment Opportunity</b> Make a comparison between the needs of humans and animals- Make a table of similarities and difference</p> <p><b>Working Scientifically</b> <b>Using their observations and ideas to suggest answers to questions.</b> This could be achieved by answering questions about what animals need to survive and what humans need to stay healthy. This could be achieved by answering questions about growth of animals and humans. This could be achieved by observing the importance of hygiene using a light box to check hand washing/paint on hands.</p>	<p><b>Plants</b> To observe and describe how seeds and bulbs grow into mature plants</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Assessment Opportunity</b> Draw a diagram to show how a seed grows into a plant. Label the things that it needs at each stage ( Possibly use pictures of a plant grown in class at the different stages)</p> <p><b>Working Scientifically</b> <b>Perform simple tests.</b> This could be achieved by observing plants at different stages of its growth during a simple test. This could be achieved by setting up a comparative experiment to conclude the best conditions for plant growth. <b>Gathering and recording data to help in answering questions.</b> This could be achieved by measuring the height of plant as it grows. <b>Asking simple questions and recognising they can be answered in different ways.</b> This could be achieved by looking at how much light or water a plant needs to grow. Where does a plant grow best? Children to suggest ways of answering. E.g. child 1-outside, child 2 –on the windowsill. As a starting point look at questions that can be answered and questions that can be.</p> <p>(Observation over time and comparative testing)</p>	<p><b>Uses of everyday materials</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Assessment Opportunity</b> Create a poster (Use a table format) to show all the different types of materials they know and how they can be changed</p> <p><b>Working Scientifically</b> <b>Gathering and recording data to help in answering questions.</b> This could be achieved by completing a table looking at how materials can be changed. Does it bend? Does it squash? Does it twist? Does it stretch?</p> <p><b>Perform simple tests.</b> This could be achieved by investigating the suitability of a material based on <b>multiple properties</b>. Bendy, waterproof and strong. E.g. a cover for a picnic basket.</p> <p>(Comparative testing).</p>	<p><b>Living things and their habitats</b> To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To 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</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Assessment Opportunity</b> <b>Matching activity.</b> Match animals to where they live and what they eat. <b>Working Scientifically</b> <b>Identifying and classifying.</b> This could be achieved by exploring, classifying and comparing the differences between things that are 'alive', 'dead', or 'never alive'. <b>Using their observations and ideas to suggest answers to questions.</b> This could be achieved by designing a habitat for an animal based on their observations of habitats and the animals needs. <b>Observing closely, using simple equipment.</b> This could be achieved by using a magnifying glass to look at a small area of a habitat. e.g. school field.</p> <p>(Researching using secondary resources- researching which animals live in a habitat). (Pattern seeking-any features that animals have the same within a habitat). (Grouping and classifying).</p>



## Programme of Study

### Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

S1 asking relevant questions and using different types of scientific enquiries to answer them

S2 setting up simple practical enquiries, comparative and fair tests

S3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

S4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

S5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

S6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

S7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

S8 identifying differences, similarities or changes related to simple scientific ideas and processes

S9 using straightforward scientific evidence to answer questions or to support their findings.



<p><b>Animals, including humans</b> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Assessment Opportunity</b> Make a comparison between humans and other mammals. Explain why some things are different while other are similar.</p> <p><b>Working Scientifically</b> <b>Recording findings using simple scientific language, drawings, labelled diagrams and tables</b> This could be achieved by conducting research around skeletons of different animals and presenting the information with drawings and labelled diagrams. (Research)</p> <p><b>Using straightforward scientific evidence to answer questions or to support their findings.</b> Research could also be conducted into what food different animals eat to meet their nutritional needs. This could be recorded as a table. (Research)</p>	<p><b>Plants</b> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To 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</p> <p>To investigate the way in which water is transported within plants</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <b>Assessment Opportunity</b> Label a diagram to show the life cycle of a plant</p> <p><b>Working Scientifically</b> <b>Asking relevant questions and using different types of scientific enquiries to answer them</b> This could be achieved by children asking questions from their prior knowledge in year 2 about the requirements of plants for life. Pupils will complete a fair test to investigate these requirements e.g. light, water, temperature. (Fair testing and observing over time)</p> <p><b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b> Pupils will draw conclusions from given data and use this to make conclusions about their own data. This will allow them to make predictions and raise further questions. (Pattern seeking)</p>	<p><b>Light</b> To recognise that they need light in order to see things and that dark is the absence of light</p> <p>To notice that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>To find patterns in the way that the size of shadows change. <b>Assessment Opportunity</b> Pupils given pictures of different shadows to explain how the shadow is made and why it is different.</p> <p><b>Working Scientifically</b> <b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers</b> This can be achieved by using data loggers to test the amount of light in different places at different times of the day. Use standard measurements and record results using a bar chart. (Observing over time) <b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b></p> <p><b>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b> Record measurements in the form of a table using standard measurements. Investigate the change in the size of the shadow compared to the distance of the light source. Draw diagrams to explain how light is reflected from different surfaces. (Pattern seeking)</p>	<p><b>Forces and magnets</b> To compare how things move on different surfaces To notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>To observe how magnets attract or repel each other and attract some materials and not others</p> <p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>To describe magnets as having two poles</p> <p>To predict whether two magnets will attract or repel each other, depending on which poles are facing <b>Assessment Opportunity</b> Children decide if magnets in given pictures will attract each other or not. Explain the difference between 2 given surfaces in terms of friction.</p> <p><b>Working Scientifically</b> <b>Using straightforward scientific evidence to answer questions or to support their findings.</b> Use magnets to test a range of materials to test whether they are magnetic or not and use this to make conclusions about what magnetic materials have in common. Pupils could look for patterns in the way that magnets react to each other. (Pattern seeking) <b>Setting up simple practical enquiries, comparative and fair tests</b></p> <p><b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b> This could be achieved by testing how e.g. a car moves on different surfaces and using results to answer given questions, suggest improvements and raise further questions. Use results to raise further questions e.g. Are all metals magnetic? (Fair testing)</p>	<p><b>Rocks</b> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>To recognise that soils are made from rocks and organic matter. <b>Assessment Opportunity</b> Create a table to show what they have learnt about rocks, fossils and soils. 1) Identify examples 2) describe how they were made</p> <p><b>Working Scientifically</b> <b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, and tables</b> This could be achieved by observing a variety of rocks (using hand lenses or microscopes) and identifying and testing characteristics in the form of a table. (Grouping and classifying) <b>Identifying differences, similarities or changes related to simple scientific ideas and processes</b> This would enable similarities and differences to be identified. Research how fossils are made, make their own fossils and label diagrams to record the changes. (Researching, Grouping and Classifying) <b>recording and classifying to help answer questions</b> This could be extended to classifying the rocks based on properties. Children to experience a range of soils and label the different parts. Storyboard of the cycle of changes from rock to soil to demonstrate scientific processes. (Grouping and Classifying)</p>
--	---	--	--	---



Year 4 Science

<p><b>Animals, including humans</b> To construct and interpret a variety of food chains,  Identifying producers, predators and prey <b>Assessment Opportunity</b> <b>Draw and label a food chain. Explain the vocabulary</b>  <b>Working Scientifically</b> <b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b> Gather information on the impact of environmental changes on living things. Give the children data (tables/ graphs) and use to create explanations for the impact of environmental changes. (Research) <b>using straightforward scientific evidence to answer questions or to support their findings.</b> This could be achieved by researching what food the different types of animals eat and linking this with the range of teeth that each animal has. (Researching) <b>Asking relevant questions and using different types of scientific enquiries to answer them</b> Ask questions about the effect of diet on teeth. Use eggshell to investigate and answer these questions. (Comparative test)  Classify animals into producers, predators and prey according to their place in the food chain. (Grouping and Classifying)</p>	<p><b>Animals, including humans</b> To describe the simple functions of the basic parts of the digestive system in humans  To identify the different types of teeth in humans and their simple functions <b>Assessment Opportunity</b> Write an explanation of digestion, beginning with the mouth and the functions of the teeth. Use all the key vocabulary  <b>Working Scientifically</b> <b>Using straightforward scientific evidence to answer questions or to support their findings.</b> This could be achieved by researching what food the different types of animals eat and linking this with the range of teeth that each animal has. (Researching) <b>Asking relevant questions and using different types of scientific enquiries to answer them</b> Ask questions about the effect of diet on teeth. Use eggshell to investigate and answer these questions. (Comparative test)</p>	<p><b>States of matter</b> To compare and group materials together, according to whether they are solids, liquids or gases  To 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)  To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <b>Assessment Opportunity</b> Draw and label the diagram to show the processes of evaporation, condensation, freezing and melting for water. Draw pictures and add the temperatures at which the different changes happen. → ← ← → Ice      Water      water vapour  <b>Working Scientifically</b> <b>Identifying differences, similarities or changes related to simple scientific ideas and processes</b> This could be achieved by observing different materials to discover whether it is a solid, liquid or gas and how they change state. (Observations) <b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</b> Use observations to identify the differences in the properties of solids, liquids and gases. Investigate at which temperature the material changes state e.g. ice cubes/ chocolate/ cheese. They might observe and record evaporation over a period of time, for example, a puddle in the playground or a washing line, and investigate the effect of temperature on washing or drying or a snowman melting. (Comparative testing and Observing over time) <b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b> Use drawings and labelled diagrams to explain the part played by evaporation and</p>	<p><b>Electricity</b> To identify common appliances that run on electricity  To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  To 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  To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  To recognise some common conductors and insulators, and associate metals with being good conductors. <b>Assessment Opportunity</b> Create a poster to explain all they have learnt about electricity with a circuit diagram, types of appliances a, conductors and insulators.  <b>Working Scientifically</b> <b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</b> This could be achieved by constructing a circuit and drawing a labelled diagram with non-standard images to record findings. (Observations) <b>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b> Use a circuit to test whether materials are conductors or insulators, record information in tables and explain results. (Pattern seeking) <b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b> Use knowledge of a circuit to make predictions about which materials would be insulators or conductors. Use results from the enquiry into insulators/ conductors to raise</p>	<p><b>Sound</b> To identify how sounds are made, associating some of them with something vibrating  To recognise that vibrations from sounds travel through a medium to the ear  To find patterns between the pitch of a sound and features of the object that produced it  To find patterns between the volume of a sound and the strength of the vibrations that produced it  To recognise that sounds get fainter as the distance from the sound source increases. <b>Assessment Opportunity</b> <b>Given a selection of sounds to listen to describe each in as many ways as possible. (Eg high, low, loud, quiet, what the vibrations would be like etc.)</b> <b>Working Scientifically</b> <b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers</b> Observe high and low pitched instruments comparing the sounds made with the types of vibrations. Show how volume effects the size of vibrations by observing e.g. rice on a drum. Use dataloggers to take and record the measurements of the volume of sound using standard units. (Comparative testing and Observations)  <b>Setting up simple practical enquiries, comparative and fair tests</b> This could be achieved by investigating through a comparative and fair test, how the distance effects the</p>
---	---	---	--	--



		condensation in the water cycle. (Research)	further questions. (Grouping & Classifying)	strength of the sound. (Comparative and Fair testing)
--	--	---	---	---

Upper Key Stage 2  
Programme of Study

**Working scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 a 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

Year 5 Science					
<b>Animals, including</b>	<b>Living things and their habitats</b> To describe the	<b>Properties and changes of materials</b> Compare and group together everyday	<b>Forces</b> To explain that unsupported objects fall towards the Earth because of the	<b>Evolution and inheritance</b> To recognise that living things have changed over time and that	<b>Earth and space</b> To describe the movement of the



<p><b>humans</b> To describe the changes as humans develop to old age <b>(Linked to SRE week)</b> Puberty – male and female changes in puberty and beyond <b>Assessment Opportunity</b> Completed through PSHCE. Pupils to explain these changes orally. <b>Animals, including humans</b> <b>Working Scientifically</b> <b>THIS IS COVERED THROUGH SRE UNIT</b></p> <p><b>Recording data and results of increasing complexity using scientific diagrams and labels</b> This could be achieved by finding patterns in the growth process linked to ageing. labelling diagrams to show before and after puberty or other changes that occur during pregnancy (e.g. a growing foetus – the differences at different stages of development). This could be achieved by finding patterns in the above collected data.  (Observing Over Time &amp; Pattern</p>	<p>differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>To describe the life process of reproduction in some plants and animals. (Study native Mexican Animals) <b>Assessment Opportunity</b> Complete a table to show the similarities and differences between the mammal, amphibian, insect and bird.</p> <p><b>Working Scientifically</b> <b>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.</b> This could be achieved by... creating presentations based on findings from research into the lifecycle of animals from different kingdoms (focus on comparing mammal, amphibian, insect and bird) Look for patterns with the life cycle of animals and their habitats.  (Research Using Secondary Sources) <b>Recording data and results of increasing complexity using tables, and classification keys.</b> This could be achieved by... applying knowledge of lifecycles of animals from different kingdoms and using them to identify which kingdom an animal would belong to using a classification key. (E.g. birds start as an</p>	<p>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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 <b>Assessment Opportunity</b> <b>Match examples of reversible and non reversible changes to the correct term. Explain the differences and similarities.</b></p> <p><b>Working Scientifically</b> <b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</b> This could be achieved by... giving children a range of problems to overcome. (e.g. which material is the most suitable to keep ice cream cold?) and pupils independently creating their own questions to facilitate the investigation into properties of materials. Are all questions generated by pupils testable? Teacher to support refining of questions. (Comparative and Fair Testing)  - recording data and results of</p>	<p>force of gravity acting between the Earth and the falling object</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>(Test air resistance with parachutes and investigate the effectiveness of different parachutes)</b> <b>(Investigate how air resistance principles have influenced the development of air travel)</b> <b>Assessment Opportunity</b> Explain conclusions of a given set of data. Write own questions of further things to be investigated. <b>Working Scientifically</b> <b>Using test results to make predictions to set up further comparative and fair tests</b> This could be achieved by... carrying out initial investigations into air resistance and using results to create a new question related to water resistance (e.g. can findings from air resistance to applied to water resistance) to create new question to investigate.  (Comparative and Fair Testing)</p> <p><b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</b> This could be done by eg timing how long it takes a parachute to drop from a given height. (Comparative and Fair Testing)</p> <p><b>Reporting and presenting findings from causal relationships.</b> This could be achieved by measuring of time/distance of paper</p>	<p>fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <b>Assessment Opportunity</b> <b>Pupils create their own creature. Explain how it would be adapted to the environment it has been designed for.</b></p> <p><b>Working Scientifically</b> <b>Recording data and results of increasing complexity using scientific diagrams and labels</b> <b>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.</b> This could be achieved by... giving children specific animals and get them to use labelled diagrams and to present information on how an animal is adapted to live in its environment. Present findings on the work of e.g. Mary Anning, Charles Darwin and Alfred Wallace. (Research) <b>Identifying scientific evidence that has been used to support or refute ideas or arguments</b> This could be achieved by... showing children a range of images of parent birds and then they have, to identify possible offspring (including red herrings) Analyse the advantages and disadvantages of specific adaptations such as being on 2</p>	<p>Earth, and other planets, relative to the Sun in the solar system</p> <p>To describe the movement of the Moon relative to the Earth</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <b>Assessment Opportunity</b> Pupils create and information text on the solar system through English. Write an explanation of night and day  <b>Working Scientifically</b> <b>identifying scientific evidence that has been used to support or refute ideas or arguments</b>  This could be achieved by... providing true and false facts or misconceptions of the movement of the earth, moon, planets and the apparent movement of the sun across the sky. Children to use knowledge to argue why this is incorrect. Look at the different theories past and</p>
--	--	---	---	--	---



Seeking)	egg where as amphibians are born in water)  (Grouping and Classifying)	<b>increasing complexity using scientific tables, bar and line graphs.</b>  This could be achieved by... drawing lines graphs to show the relationship between time and temperature of insulators. Drawing bar charts to show the hardness of the materials. (Pattern Seeking)	aeroplane to investigate air resistance, recording velocity. Reporting findings on the surface area of a spinner/ parachute and the time taken to fall to the ground. Presenting findings to class in a more formal style. (Pattern Seeking)	feet rather than 4, having a long or short beak, having gills or lungs, having tendrils on climbing plants, brightly coloured and scented flowers. (Research)	present eg Flat Earther s.  (Research)
----------	--	---	--	--	--

Year 6 Science			
<b>Animals including humans</b> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<b>Living things and their habitats</b> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including	<b>Light</b> To recognise that light appears to travel in straight lines  To use the idea that light travels in straight	<b>Electricity</b> To know the number of cells and voltage in the circuit and how it is associated with the brightness of a lamp/bulb or the volume of a buzzer.



<p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Assessment Opportunity</u> Write an explanation of the parts of the heart and what we can do to keep the heart healthy.</p> <p><b><u>Working Scientifically</u></b> <b>recording data and results of increasing complexity using scientific diagrams and labels</b> This could be achieved by...labelling diagrams to show parts of the circulatory system (showing the parts). Can also use labels during heart dissection to show the parts of the heart.</p> <p>(Research) <b>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.</b> This could be achieved by...an overview of different people's lifestyles and comment on which people would be the most likely to have certain health issues/ conditions. More formal whole class presentations to share and report findings – discussion of confidence of findings.</p> <p>(Research &amp; Observing) <b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</b> This could be achieved by... using pulse meters and stop watches to record heart rate before, during and after exercise. (Observing)</p>	<p>microorganisms, plants and animals</p> <p>To give reasons for classifying plants and animals based on specific characteristics. <b><u>Assessment Opportunity</u></b></p> <p>Create their own classification key to distinguish between a given set of plants/ animals.</p> <p><b><u>Working Scientifically</u></b> <b>Recording data and results of increasing complexity using tables, and classification keys.</b> This could be achieved by... creating classification keys to describe how things are classified and justify their category based on their characteristics. This could be achieved through dissection of plants. Use microscopes to observe micro-organisms. (Grouping &amp; Classifying) <b>identifying scientific evidence that has been used to support or refute ideas or arguments</b> This could be achieved by... providing children with statements from different people and the children justify using their scientific knowledge to agree or disagree with the statements.</p> <p>(Research)</p>	<p>lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>To 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</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><b><u>Assessment Opportunity</u></b> Use given diagrams that show the path of light to explain the pathways of light</p> <p><b><u>Working Scientifically</u></b> <b>Making systematic and careful observations and taking accurate measurements.</b> This could be achieved by using data loggers to record light measure. (Pattern Seeking) <b>Using test results to make predictions to set up further comparative and fair tests</b> This could be achieved by... using knowledge of experiments from reflection to determine the best position of mirrors to complete a light maze/ periscope.</p> <p>(Comparative and Fair Testing)</p>	<p>To know how the use of switches affects a circuit</p> <p>To know the symbols in an electrical circuit diagram <b><u>Assessment Opportunity</u></b> Draw a diagram of a given circuit using symbols. Explain different ways that that circuit can be changed.</p> <p><b><u>Working Scientifically</u></b> <b>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</b> This could be achieved by... comparative tests using light/ sound and number of batteries/ cells in the circuit. Pupils create own questions – pupils challenge each other on if they are testable and offer advice to refine.</p> <p>(Comparative and Fair Testing) <b>Using test results to make predictions to set up further comparative and fair tests.</b> This could be achieved by... comparative tests using light/ sound and number of batteries/ cells in the circuit.</p> <p>(Comparative and Fair Testing) <b>Recording data and results of increasing complexity using scientific diagrams and charts.</b> This could be achieved by drawing circuit diagrams showing how to increase brightness of bulbs. Create an alarm system to show increase in buzzer loudness. (Comparative and Fair Testing)</p>
---	--	---	---