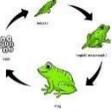


<p><b>Plants</b></p>  <p>Children will observe the growth of different plants and experience what is needed for germination, growth and survival, as well as the process of reproduction in plants.</p>	<p style="text-align: center;"> <b>Cranmere Primary School</b></p> <p style="text-align: center;"><b>Science</b> <b>2021-2022</b></p>	<p><b>Animals, including humans</b></p> <p>Children will learn about the basic needs of animals and how animals, including humans, grow and change.</p> 
<p><b>Seasonal changes</b></p> <p>Children will investigate and explore the changes in weather and how this links to the four seasons.</p> 		<p><b>Evolution and Inheritance</b></p> <p>Children will find out about how living things on Earth have changed over time.</p> 
<p><b>Light &amp; shadows</b></p> <p>Children will identify different light sources and explore what happens when light reflects off of reflective surfaces. They will recognise when shadows are formed and find patterns in the way that the size of the shadows change.</p> 	<p>At Cranmere Primary School our vision is to ignite pupils' natural curiosity by providing them with opportunities to independently and confidently explore the world in which they live in. Our children will explore, classify, prove, wonder, ask questions, sort, measure, predict, investigate and discover connections. It is our mission for children to understand the role of science in this ever changing world, developing and applying transferable skills within a variety of contexts.</p>	<p><b>Electricity</b></p> <p>Children will construct simple series circuits, trying different components to create simple devices. They will recognise common conductors and insulators and draw their circuits as pictorial representations.</p> 
<p><b>Rocks</b></p> <p>Children will explore a range of rocks and soils by comparing and grouping them based on their appearance and physical properties. They will learn about fossils and recognise that rocks and soils are made from organic matter.</p> 	<p><b>Living things &amp; their habitats</b></p> <p>Children will learn that all living things have certain characteristics that are essential for keeping them alive and healthy. They will learn about habitats and microhabitats by identifying and studying a variety of plants and animals within our local environment. They will observe how living things depend on each other for survival by constructing food chains.</p> 	<p><b>Sound</b></p> <p>Children will explore and identify the way sound is made through vibrations and find out about how the pitch and volume of sounds can be changed in a variety of ways.</p> 
<p><b>Forces &amp; magnets</b></p> <p>Children will observe magnetic forces and identify which materials are magnetic. They will identify the force of gravity and identify the effects of friction and air/water resistance.</p> 	<p><b>Earth &amp; Space</b></p> <p>Children will learn that the sun is a star at the centre of our solar system and it has eight planets. They will be able to explain day and night using models of the sun and Earth and describe the movement of sun and different planets in our solar system.</p> 	<p><b>States of Matter</b></p> <p>Children will explore, compare and group a variety of everyday materials based on their states of matter. They will observe the changing of state and identify reversible and irreversible changes.</p> 
<p><b>Everyday materials</b></p> <p>Children will explore, name, discuss and raise and answer questions about a wide range of materials and develop an understanding of their properties. They will understand how some materials are used and which of the properties make them suitable or unsuitable for a particular purpose.</p> 		<p><b>Working scientifically</b></p> <p>Children are given the opportunity to explore the world around them and raise their own questions. Children will record and communicate their findings in a range of ways and begin to use scientific language.</p> 

	<ul style="list-style-type: none"> <li>Autumn Term</li> </ul>	Spring Term	Summer Term
	<p><b>EYFS :</b> In our Nursery and Reception we follow the EYFS Development matters curriculum working towards the Early Learning Goals at the end of the Foundation Stage. Pupils follow a broad and balanced curriculum which is facilitated through enhanced provision which meets the needs and interests of our children.</p>		
Nursery Science	<p><b>Outdoor Explorer day – throughout the year</b></p> <p><b>Topics: Something Special-Festivals &amp; Celebrations</b></p> <p><b>EYFS Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>Repeat actions that have an effect</li> <li>Explore and respond to different phenomena in their setting and on trips</li> <li>Explore natural Materials inside and outside</li> </ul> <p><b>Enhanced and continuous provision will provide opportunities to:</b></p> <ul style="list-style-type: none"> <li>Engage in small world play such as farm/Bethlehem scene</li> <li>Investigate and explore natural objects</li> <li>Learn to take care of our environment</li> <li>Investigate change of state such as wet and dry sand and cooking opportunities</li> <li>Learn about owls and their habitat</li> <li>Engage in role-play-Africanvillage</li> <li>Exploring water/sand play using pipettes tubes and various containers</li> </ul>	<p><b>Outdoor Explorer day – throughout the year</b></p> <p><b>Topics:Ice &amp; Sparkle- Going Places</b></p> <p><b>EYFS Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials</li> <li>Make collections or materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Explore how things work</li> </ul> <p><b>Enhanced and continuous provision will provide opportunities to:</b></p> <ul style="list-style-type: none"> <li>Engage in small world play such as Antarctic/space</li> <li>Investigate change of state such as freezing and melting water and cooking opportunities</li> <li>Looking after the African snails</li> <li>Investigating sinking and floating</li> <li>Engage in role-play- space station</li> <li>Investigate how toys move in different ways</li> </ul>	<p><b>Outdoor Explorer day – throughout the year</b></p> <p><b>Topics: All Creatures Great and Small- We're all Going on a Summer Holiday</b></p> <p><b>EYFS Curriculum Coverage:</b></p> <ul style="list-style-type: none"> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Explore and talk about different forces they can feel</li> <li>Talk about the differences between materials and changes they notice</li> <li>Explore how things work</li> </ul> <p><b>Enhanced and continuous provision will provide opportunities to:</b></p> <ul style="list-style-type: none"> <li>Engage in role-play-vets using light box and looking at x-rays</li> <li>Learn how to care for animals</li> <li>making observational drawings of plants and animals</li> <li>Planting and growing/vegetable patch/grass seed heads</li> <li>Investigate and explore natural objects</li> </ul>
Reception Science	<p><b>Outdoor Explorer day – throughout the year.</b></p> <p><b>EYFS Curriculum coverage:</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal. Begin to</li> </ul>	<p><b>Outdoor Explorer day – throughout the year</b></p> <p><b>EYFS Curriculum coverage:</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal. Begin to</li> </ul>	<p><b>Outdoor Explorer day – throughout the year</b></p> <p><b>EYFS Curriculum coverage:</b></p> <ul style="list-style-type: none"> <li>Explore how things work</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal. Begin to</li> </ul>

	<p>understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Marvellous me / Adventures and Magic</b></p> <ul style="list-style-type: none"> <li>• Differences in people, changes over time.</li> <li>• Measuring and recording the weather.</li> <li>• Making comparisons between weather and the seasons.</li> <li>• Exploring signs of Autumn, learning about the seasons.</li> <li>• Using our senses.</li> </ul>	<p>understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Hot and cold places /Planting and Growing</b></p> <ul style="list-style-type: none"> <li>• Notice and talk about features of hot and cold places and how they differ from their own environment.</li> <li>• Begin to show an awareness and understanding of living things and how they adapt to their environment.</li> <li>• Investigating “What makes porridge yummy” using our senses.</li> <li>• The importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• Growing and Changing – Jaspers Beanstalk &amp; non fiction – seeds plants and lifecycles.</li> <li>• Planting our own seed and observing changes over time.</li> </ul>	<p>understand the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>Minibeasts/Superheroes and their friends</b></p> <ul style="list-style-type: none"> <li>• Making observations of animals and plants, explaining why some things occur and talking about changes and lifecycles.</li> <li>• Developing an awareness of growth and decay.</li> <li>• Exploring animals and their habitats.</li> <li>• Investigating Floating and sinking and materials.</li> </ul>
<p>Year 1 Science</p>	<p><b><u>Materials (Autumn 1 and 2)</u></b></p> <p><b>National Curriculum coverage</b></p> <p>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> <p><b><u>Seasonal changes</u></b></p>	<p><b><u>Animals including Humans</u></b></p> <p><b>National Curriculum coverage</b> I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.</p> <p><b>Working Scientifically</b> Use simple equipment to observe closely Identify and classify Perform simple tests To use his/her observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p> <p><b><u>Seasonal changes</u></b></p>	<p><b><u>Animals including Humans (Summer 1)</u></b></p> <p><b>National Curriculum coverage</b> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals Group animals according to what they eat 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)</p> <p><b><u>Plants (Summer 2)</u></b></p> <p><b>National Curriculum coverage</b></p>

	<p><b>National Curriculum coverage</b>          Observe changes across the four seasons (Autumn walk)          Observe and describe associated with Autumn</p> <p><b>Working Scientifically</b>          Identify and Classify          To use his/her observations and ideas to suggest answers to questions.          Perform simple tests.          Gather and record data to help in answering questions.</p>	<p><b>National Curriculum coverage</b>          Observe changes across the four seasons (Winter &amp; Spring walk)          Observe and describe associated with Autumn</p> <p><b>Working Scientifically</b>          Identify and Classify          To use his/her observations and ideas to suggest answers to questions.          Perform simple tests.          Gather and record data to help in answering questions.</p>	<p>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> <p><b><u>Seasonal Changes</u></b></p> <p><b>National Curriculum coverage</b>          Observe changes across the four seasons (Summer walk)          Observe and describe associated with the Summer</p> <p><b>Working Scientifically</b>          Use simple equipment to observe closely          Identify and classify          Perform simple tests          To use his/her observations and ideas to suggest answers to questions.          Gather and record data to help in answering questions.</p>

Year 2  
Science

**Materials**

**National Curriculum coverage**

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Working scientifically**

To perform simple tests.

Record and communicate their findings in a range of ways and begin to use simple scientific language.

To identify and classify

Gather and record data to help answer questions

Use their observations and ideas to suggest answers to questions

**Spring 1: Living Things and their Habitats,**

**Animals, humans – offspring**

**National Curriculum coverage**

explain the differences between things that are living, dead and things that have never been alive.  
explain that most living things live in habitats, which suit them and depend on each other.

explain how animals get their food from plants and other animals using a simple food chain.

explain that animals, including humans, have babies, which grow into adults.

explain how seeds and bulbs grow into plants.

describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Working scientifically:**

Record and communicate their findings in a range of ways and begin to use simple scientific language.

Identify and classify

Ask questions and know they can be answered in different ways.

Use their observations and ideas to suggest answers to questions

Gather and record data to help answer questions

**Summer 1: Micro-habitats and Plants**

**National Curriculum coverage**

I can explain how seeds (and bulbs) grow into plants.

I can describe how plants need water, light and a suitable temperature to grow and stay healthy.

I can name some plants and animals in their habitats, including micro-habitats.

I can explain that most living things live in habitats, which suit them and depend on each other.

I can explain how animals get their food from plants and other animals using a simple food chain.

**Working scientifically:**

I can collect and record data to help answer questions.

I can watch closely using equipment.

I can communicate what I find out in a variety of ways.

I can use my observations and ideas to suggest answers to questions

I can identify, group and classify

**Summer 2: Keeping Healthy – diet exercise and hygiene.**

Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene

Describe the basic needs of animals, including humans, for survival (water, food and air)

explain that animals, including humans, have babies which grow into adults

**Working scientifically:**

Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum

Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns

Use simple equipment to observe closely including changes over time.

Perform simple comparative tests

Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways

Identify, group and classify

Gather and record data to help in answering questions including from secondary sources of information

**Rocks & Fossils**

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.

**Autumn 2: Light**

- 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.

**Working scientifically**

- ❖ asking relevant questions and using different types of scientific enquiries to answer them
- ❖ setting up simple practical enquiries, comparative and fair tests
- ❖ making careful observations and take accurate measurements using cm.
- ❖ 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.

**Spring 1: Forces & Magnets**

- 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.

**Spring 2: Plants**

- Identify and describe the functions of different parts of flowering plants.
- Explore the requirements of plants for life and growth 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.

**Working scientifically**

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

**Animals including humans**

**Summer 1:** Skeleton & muscles

**Summer 2:** Nutrition & healthy eating

- 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.

**Working scientifically**

- ❖ 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.
- ❖ 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 and tables
- ❖ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ❖ using straightforward scientific evidence to answer questions or to support their findings

	<ul style="list-style-type: none"> <li>❖ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>❖ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>❖ identifying differences, similarities related to simple scientific ideas and processes</li> <li>❖ using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul style="list-style-type: none"> <li>❖ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>❖ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>❖ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>❖ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>❖ using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	
<p>Year 4 Science</p>	<p><b>Teeth and the digestive system</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their function. Construct and interpret a range of food chains; identify producers, predators, prey.</p> <p><b>Electricity</b> Identify common appliances that run on electricity. Construct a simple series circuit; identify and name its part Recognise that a component will only work if the circuit is complete and that a switch open and closes a circuit. Identify common conductors and insulators.</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● setting up simple practical enquiries, comparative and fair tests</li> <li>● making systematic and careful observations,</li> <li>● recording and presenting data in a variety of ways to help in answering questions</li> <li>● recording findings using simple scientific language, drawings, labelled diagrams, and tables.</li> <li>● using results to draw simple conclusions,</li> </ul>	<p><b>Sound</b> Identify how sounds are made and recognise that vibrations from sounds travel to the ear Find patterns between the pitch of a sound and the object that makes the sound Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the source increases</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● setting up simple practical enquiries, comparative and fair tests</li> <li>● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</li> <li>● using a range of equipment, including data loggers and sound meters.</li> <li>● recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.</li> <li>● reporting on findings from enquiries, including oral and written explanations, presentations of results and conclusions.</li> <li>● using results to draw simple conclusions,</li> </ul>	<p><b>States of matter</b> Compare and group materials according to whether they are solid, liquid or gas Observe that some materials change state when they are heated or cooled and measure the temperatures at which these changes happen Identify evaporation and condensation in the water cycle and link the rate of evaporation with temperature</p> <p><b>Habitats</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to group, identify and name a variety of living things in the local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● setting up simple practical enquiries, comparative and fair tests</li> <li>● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</li> <li>● using a range of equipment, including thermometers.</li> </ul>

	<ul style="list-style-type: none"> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul style="list-style-type: none"> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul style="list-style-type: none"> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• reporting on findings from enquiries, including oral and written explanations, presentations of results and conclusions</li> <li>• using results to draw simple conclusions,</li> <li>• make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> </ul>
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Year 5 Science	<p><b><u>Autumn 1 Forces</u></b></p> <p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p><b><u>Materials</u></b></p> <p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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.</li> <li>•</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>•</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda..</li> </ul>	<p><b><u>Summer 1 - Living things and their habitats</u></b></p> <p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations..</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b><u>Summer 2 – Earth and Space</u></b></p> <p><b><u>National Curriculum</u></b></p>
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	<p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b><u>Autumn 2 – Animals including Humans</u></b> <b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p><b><u>Working Scientifically</u></b></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>	<ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>
<p>Year 6 Science</p>	<p><b><u>Autumn 1 - Living Things and their Habitats</u></b> <b><u>National Curriculum Coverage</u></b></p> <p>Describe how living things are classified into groups according to observable characteristics based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p> <p><b><u>Working scientifically</u></b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Recording data and results of increasing</p>	<p><b><u>Spring 1 - Different Scientific Views - Archimedes</u></b> <b><u>National Curriculum Coverage</u></b></p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources Find things out using a wide range of secondary sources of information.</p> <p><b><u>Working scientifically</u></b></p>	<p><b><u>Summer 1 - Evolution and Inheritance</u></b> <b><u>National Curriculum Coverage</u></b></p> <p>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 offspring vary from and are not identical to their parents Identify how animals and plants are adapted to suit their environment and that this may lead to evolution</p> <p><b><u>Working scientifically</u></b></p> <p>Reporting and presenting findings from enquiries,</p>

	<p>complexity using classification keys, Identifying scientific evidence that has been used to support or refute ideas or arguments,.</p> <p><b><u>Autumn 2 - Animals including Humans</u></b></p> <p><b><u>National Curriculum Coverage</u></b></p> <p>Identify and name the main parts of the circulatory system and describe their functions Recognise the impact of diet, exercise, drugs and lifestyle on body function Describe how nutrients and water are transported within animals including humans</p> <p><b><u>Working scientifically</u></b></p> <p>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 bar and line graphs Using test results to make predictions to set up further comparative and fair tests</p>	<p>Planning different types of scientific enquiries to answer questions, controlling variables where necessary Recording results of increasing complexity using scientific diagrams and labels, Identifying scientific evidence that has been used to support or refute ideas or arguments,.</p> <p><b><u>Spring 2 - Light</u></b></p> <p><b><u>National Curriculum Coverage</u></b></p> <p>Recognise that light travels in straight lines and that we see things when objects 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 our eyes Use the idea that light travels in straight lines to explain the shapes of shadows</p> <p><b><u>Working scientifically</u></b></p> <p>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, Using test results to make predictions to set up further comparative and fair tests .</p>	<p>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,.</p> <p><b><u>Summer 2 - Electricity - Circuits</u></b></p> <p><b><u>National Curriculum Coverage</u></b></p> <p>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 Use recognised symbols in simple circuit diagrams</p> <p><b><u>Working scientifically</u></b></p> <p>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 Using test results to make predictions to set up further comparative and fair tests .</p>
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