



Curriculum Map – Science

Subject Lead: D Askey

	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN 1	<p>Who am I? <u>Subject Knowledge</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Identify and classify. <p>Gather and record data to help in answering questions.</p> <p>Seasonal Change Activities relating to September and October</p>	<p>Materials Monster <u>Subject Knowledge</u></p> <p>SC.2.10 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>SC.2.11 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Working Scientifically</u></p> <p>Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>Food and Our Bodies <u>Subject Knowledge</u></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><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar graphs and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>Teeth and Eating <u>Subject Knowledge</u></p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>Amazing changes. <u>Subject knowledge.</u></p> <ul style="list-style-type: none"> 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. Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on 	<p><u>Survival</u></p> <p><u>Evolution and Inheritance</u></p> <p><u>Subject Knowledge</u></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.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Working Scientifically</u></p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>

				<ul style="list-style-type: none"> • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support their findings. 	<p>bicarbonate of soda.</p> <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and presenting findings from enquiries, including conclusions, causal 	

					<p>relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. 	
AUTUMN 2	<p>Polar Places <u>Subject Knowledge</u></p> <ul style="list-style-type: none"> Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties. <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to question. 	<p>Healthy Me <u>Subject Knowledge—</u> <u>Biology</u></p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 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><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> Observe closely. Perform simple tests. To identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions. 	<p>Forces and Magnets <u>Subject Knowledge</u></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><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. 	<p>Looking at States <u>Subject Knowledge</u></p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using 	<p>Material World. <u>Subject knowledge.</u></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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Explain that some changes result in the formation of 	<p><u>Survival</u> <u>Light</u> <u>Subject Knowledge</u></p> <p>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Working Scientifically</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>

	<p>Seasonal Change Activities relating to November and December</p>		<ul style="list-style-type: none"> •Set up simple practical enquiries, comparative and fair tests. •Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. •Gather, record, classify and present data in a variety of ways to help in answering questions. •Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. •Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>standard units, using a range of equipment, including thermometers and data loggers.</p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>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.</p> <ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter 	<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. 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. Identify scientific evidence that has been used to support or refute ideas or arguments. Gather and record data to help in answering questions.</p>
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					<p>graphs, bar and line graphs.</p> <ul style="list-style-type: none"> • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments 	
<p>SPRING 1</p>	<p>Celebrations Subject Knowledge</p> <ul style="list-style-type: none"> • Say which part of the body is associated with each sense. 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. 	<p>Squash, Bend, Twist and Stretch Subject Knowledge SC.2.11 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to</p>	<p>Rocks, Soils and Fossils Subject Knowledge</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>Working Scientifically</p>	<p>Power it up Subject Knowledge</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit 	<p>Let's get moving – Forces. Subject knowledge.</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 	<p>The Titanic Working Scientifically Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,</p>

	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common plants, including trees. <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. <p>Seasonal Change Activities relating to January and February.</p>	<p>help in answering questions.</p>	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<p>and associate this with whether or not a lamp lights in a simple series circuit.</p> <ul style="list-style-type: none"> Recognise some common conductors and insulators and associate metals with being good conductors. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>between moving surfaces</p> <ul style="list-style-type: none"> Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Working scientifically skills.</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further 	<p>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>comparative and fair tests.</p> <ul style="list-style-type: none"> • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. <p>Design and create a WW2 soldiers parachute to understand and evaluate forces and air resistance (Linked to D&T)</p>	
SPRING 2	<p>Holiday Subject Knowledge</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 or omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds 	<p>Little Masterchefs Subject Knowledge</p> <p>SC.2.8 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>SC.2.9 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>SC.2.10 identify and compare the suitability of a variety of everyday materials, including wood,</p>	<p>Light and Shadows Subject Knowledge</p> <ul style="list-style-type: none"> • Recognise that we 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 the eyes. • Recognise that shadows are formed when the light from a light source 	<p>The Big Build</p> <p>Subject Knowledge</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including 	<p>Out of this world – Space.</p> <p>Subject knowledge.</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 	<p>Electricity Subject Knowledge</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, 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> <p>Working Scientifically</p>

	<p>and mammals, including pets).</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. <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>Seasonal Change Activities relating to March and April.</p>	<p>metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><u>Working Scientifically</u> Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>is blocked by a solid object.</p> <ul style="list-style-type: none"> • Find patterns in the way that the sizes of shadows change. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<p>thermometers and data loggers.</p> <ul style="list-style-type: none"> • <i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> • <i>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</i> • <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> • <i>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i> • <i>Identify differences, similarities or changes related to simple scientific ideas and processes.</i> • <i>Use straightforward scientific evidence to answer questions or to support their findings.</i> 	<p>as approximately spherical bodies</p> <ul style="list-style-type: none"> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Working scientifically skills.</u></p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. 	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. 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. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
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SUMMER 1	<p>On Safari Subject Knowledge</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 name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Working Scientifically</p>	<p>Our Local Environment Subject Knowledge</p> <p>SC.2.1 explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>SC.2.2 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>SC.2.3 identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>SC.2.4 describes how animals obtain their food from plants and other animals, using the idea of a</p>	<p>How does your garden grow? Subject Knowledge</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 	<p>Living Things Subject Knowledge</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>Working scientifically skills</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. 	<p>Growing up and growing old. Subject Knowledge</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working scientifically skills</p> <ul style="list-style-type: none"> 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. 	<p>All the World's a Stage Classifying Living Things Subject Knowledge</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working scientifically</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and</p>

	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Gather and record data to help in answering questions. <p>Seasonal Change Activities relating to May and June</p>	<p>simple food chain, and identify and name different sources of food.</p> <p><u>Working Scientifically</u> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>	<p>formation and seed dispersal.</p> <p><u>Working Scientifically.</u></p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. 	<ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>precision, taking repeat readings when appropriate. 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. 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. Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Healthy Bodies</u> <u>Subject Knowledge</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans</p> <p><u>Working Scientifically</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment,</p>
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			<ul style="list-style-type: none"> Use straightforward scientific evidence to answer questions or to support their findings. 			with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
SUMMER 2	<p><u>Plants and Animals Subject Knowledge</u></p> <p>Plants</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>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. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. 	<p><u>Young Gardner Subject Knowledge</u></p> <p>SC.2.3 identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>SC.2.5 observe and describe how seeds and bulbs grow into mature plants</p> <p>SC.2.6 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>SC.2.10 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><u>Working Scientifically</u></p> <p>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p>		<p>What's That Sound?</p> <p><u>Subject Knowledge</u></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><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of 	<p><u>Circle of Life - Reproduction in animals/circle of life</u></p> <p><u>Subject Knowledge</u></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Use test results to make predictions to set up further 	<p>Use test results to make predictions to set up further comparative and fair tests. 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. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

	<p>Seasonal Change Activities relating to July and August.</p>			<p>ways to help in answering questions</p> <ul style="list-style-type: none"> • Record 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. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support findings 	<p>comparative and fair tests.</p> <ul style="list-style-type: none"> • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. 	
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