

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning Subject: **SCIENCE**

Unit: WORKING SCIENTIFICALLY

Y1	Y2	Y3	Y4	Y5	Y6
yes	yes	yes	yes	yes	yes

Year Group	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p><i>These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study</i></p> <p>(National curriculum notes and guidance).</p>	<p><i>These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study</i></p> <p>(National curriculum notes and guidance).</p>	<p><i>These opportunities for working scientifically should be provided across years 5 and 6 so that the expectations in the programme of study can be met by the end of year 6. Pupils are not expected to cover each aspect for every area of study</i></p> <p>(National curriculum notes and guidance).</p>
<p>Key Learning: National Curriculum knowledge covered</p> <p>Key Progressive Skills: National Curriculum skills covered</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p> <ul style="list-style-type: none"> Observe closely, using simple equipment to perform simple tests. Identifying and classifying Use their observations and ideas to suggest answers to questions Gather and record data to help answer questions. Develop questioning/answering techniques Experience different types of scientific enquiries including practical activities 	<p>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:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to 	<p>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:</p> <ul style="list-style-type: none"> 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

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	<ul style="list-style-type: none"> • Sorting and grouping • Observing changes over time 	<p>help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p>set up further comparative and fair tests</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 • identifying scientific evidence that has been used to support or refute ideas or arguments.
<p>Key Vocabulary National Curriculum and other</p>	<p>Observe Record Sort Group Explore Question Answer Experiment Equipment Identify Classify Map Test Gather Data Communicate</p>	<p>Observe Record Sort Group Explore Question Answer Experiment Equipment Identify Classify Map Test Gather Data Communicate</p>	<p>Observe Record Sort Group Explore Question Answer Experiment Equipment Identify Classify Map Test Gather Data Communicate</p>

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	Scientific language Findings Compare Contrast Describe	Scientific language Findings Compare Contrast Describe	Scientific language Findings Compare Contrast Describe
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