Monks Coppenhall Academy

Science Curriculum Overview 2023-24

| | AUTUMN | <u>SPRING</u> | |
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| <u>Year 1</u> | Seasonal change - Autumn to Winter To observe how the weather changes across the seasons. To observe and describe how the day length varies, gather and record data. Materials To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials. Questioning and enquiry planning To ask simple questions about the world around us. To begin to recognise that they can be answered in different ways | Seasonal change- Spring To observe how the weather changes across the seasons. To observe and describe how the day length varies, gather and record data. Animals including humans To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 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. Questioning and enquiry planning To ask simple questions about the world around us. To begin to recognise that they can be answered in different | Seasonal Change - • To observe h • To observe a record data. Plants • To identify ar plants, includ • To identify ar common flow Questioning and er • To ask simple • To begin to ra ways Observing and mea • To begin to co • To begin to co • To use simple |
| | Observing and measuring To begin to observe closely, using simple equipment To use simple observations and ideas to suggest answers to questions. To begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with support (eg hand lenses and egg timers) To begin to progress from non-standard units, reading cl, °C Reading and Recording Findings To gather and record data with some adult support, to help in answering questions. To begin to record and communicate their findings in a range of ways. To show my results in a simple table that my teacher has provided | <i>Ways</i> Observing and measuring To begin to observe closely, using simple equipment. To use simple observations and ideas to suggest answers to questions. To begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with support (eg hand lenses and egg timers) To begin to progress from non-standard units, reading cm, m, cl, l, °C Reading and Recording Findings To begin to record data with some adult support, to help in answering questions. To begin to record and communicate their findings in a range of ways. | To use simple questions. To observe si to notice patt To say what a To know how To use simple hand lenses a To begin to p cl, l, °C Reading and Record To gather and answering qu To begin to re To begin to re To begin to re To show my l provided Identifying, Groupi To identify an |
| | Identifying, Grouping and Classifying To identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and, with help, decide how to sort and group them. Researching To begin to use simple secondary sources to find answers. To begin to find information to help me from books and | To show my results in a simple table that my teacher has provided Identifying, Grouping and Classifying To identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare living things and, with help, decide how to sort and group them. Researching | To begin to a To begin to a and living this them. Researching To begin to a To begin to a To begin to a To begin to a |

SUMMER

- Summer

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enquiry planning

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simple changes over time and, with guidance, begin tterns and relationships.

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use simple secondary sources to find answers. find information to help me from books and with help.

| | | • To begin to find information to help me from books and computers with help. | |
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| Year 2 | Materials To know the different uses of everyday materials To investigate the properties of everyday materials and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To identify and compare the suitability of a variety of everyday materials for particular uses Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Autumn/Winter seasons). To observe and describe how seeds and bulbs grow into plants. Questioning and Enquiry Planning To ask questions about the world around us. To recognise that they can be answered in different ways Observing and measuring To use observations and ideas to suggest answers to questions. To use observations and ideas to suggest answers to questions. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Investigating To perform simple tests. To discuss my ideas about how to find things out. To accus my ideas about how to find things out. | Animals Including Humans To understand for humans the importance of exercise, eating the right amount of different types of food, and hygiene. To sort and classify the different types of food. To investigate the basic needs of animals including humans. To know that animals including humans have young that grow into adults. To complete a simple life cycle. Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Winter/Spring seasons). Questioning and Enquiry Planning To ask questions about the world around us. To recognise that they can be answered in different ways Observing and measuring To observe closely, using simple equipment. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with increasing independence | Living Things and the To explore and lived and once and once and once and other and other and the equipment, to a To perform sinte equipment, to a To record what a To identify and the the equipment, to a To record what a To identify and the they depend of the they depend of a To describe has other animals, identify and measure plants and the plants are to observe and the equipment of the equipment of the equipment, to a they depend of the equipment of the equipment of the equipment of the equipment of the equipment, to a the equipment, to a the equipment of the |
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range of habitats including the animals and plants hin the habitat, including microhabitats.

nd describe how different habitats provide for the of different kinds of animals and plants and how I on each other.

how animals obtain their food from plants and ls, using the idea of a simple food chain, and name different sources of foods

and describe how seeds and bulbs grow into ts. te the conditions needed for a plant to grow and

- water, light and a suitable temperature.

nquiry Planning

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| | Forces and Magnets | Animals Including Humans | Plants |
| <u>Year 3</u> | To compare how things move on different surfaces. To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. 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. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | 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. To identify that humans and some other animals have skeletons and muscles for support, protection and movement. Light To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. | they vary fromTo investigate |
| | • To compare and group together different kinds of rocks on | • To find patterns in the way that the size of shadows change. | Questioning and Eng |
| | the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. | Questioning and Enquiry Planning | • To ask some re scientific enqui |
| | • To recognise that soils are made from rocks and organic matter. | To ask some relevant questions and use different types of scientific enquiries to answer them. To begin to explore everyday phenomena and the relationships | To begin to exp between living To begin to de and interaction |
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ne part that flowers play in the life cycle of nts, including pollination, seed formation and seed

nd describe the functions of different parts of nts: roots, stem/trunk, leaves and flowers. The requirements of plants for life and growth (air, nutrients from soil, and room to grow) and how m plant to plant.

e the way in which water is transported within

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| might help to answe through practical in Conclusions • To begin to use rest predictions for new further questions. • To begin to use strat questions or to supp • To begin to look for differences in their of and answer question. • To begin to identify make new prediction have already done. • To begin to see pat • To begin to say what • To begin to say what | se when and how secondary sources er questions that cannot be answered vestigations. Its to draw simple conclusions, make values, suggest improvements and raise ightforward scientific evidence to answer port their findings. changes, patterns, similarities and data in order to draw simple conclusions ns. new questions arising from the data, ns and find ways of improving what they | To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. Conclusions To begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To begin to use straightforward scientific evidence to answer questions or to support their findings. To begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. To begin to identify new questions arising from the data, make new predictions and find ways of improving what they have already done. To begin to say what I found out, linking cause and effect. To begin to answer questions from what I have found out. | To begin to u predictions for further quests To begin to u questions or a questions or a questions or a To begin to la differences in and answer q To begin to ia new predictio already done. To begin to sa |

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answer questions from what I have found out.

| | Sound | Animals including Humans | Electricity |
|--------|--|--|---|
| Year 4 | 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 All Living Things To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things. Questioning and Enquiry Planning To ask relevant questions and use different types of scientific enquiries to answer them. To raise their own questions about the world around them. To raise their own questions about the world around them. To raise their own questions about the world around them. To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To keap make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To lear to use new equipment appropriately E.G (Data Loggers) To lear to use new equipment appropriately E.G (Data Loggers) To obsee | To 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 To construct and interpret a variety of food chains, identifying producers, predators and prey. States of Matter 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. Questioning and Enquiry Planning To ask relevant questions and use different types of scientific enquiries to answer them. To explore everyday phenomena and the relationships between living things and familiar environments. To raise their own questions about the world around them. To make some decisions about which types of enquiry will be the best way of answering questions. To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and cata loggers. To begin to look for naturally occurring patterns and relationships and decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To chose from a selection of equipment To begin to look for naturally occurring patterns and relationships and decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To chose from a selection | To identify containing its base and buzzers To identify what circuit, based of loop with a base of the loop with a base of loop with a base |

ommon appliances that run on electricity a simple series electrical circuit, identifying and asic parts, including cells, wires, bulbs, switches

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that a switch opens and closes a circuit and s with whether or not a lamp lights in a simple

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nquiry Planning

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| <u>Year 5</u> | Earth and Space To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately | Properties and Changes of Materials To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and | Animals including H • To describe the Living things and the • To describe the |

ecord, classify and present data in a variety of ways assuring questions.

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Humans

the changes as humans develop to old age.

their Habitats

the differences in the life cycles of a mammal, an an insect and a bird. the life process of reproduction in some plants and

Forces

- To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Questioning and Enquiry Planning

- To begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- To begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.
- To begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.
- To begin to recognise scientific ideas change and develop over time.
- To begin to select the most appropriate ways to answer science questions using different types of scientific enquiry

Observing and Measuring

- To begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.
- To begin to identify patterns that might be found in the natural environment.
- To begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.
- To choose the most appropriate equipment and explain how to use it accurately.
- To begin to interpret data and find patterns.
- To select equipment on my own. Can make a set of observations and say what the interval and range are.
- To begin to take accurate and precise measurements N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line.

Investigating

- To begin to use test results to make predictions to set up further comparative and fair tests.
- To begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- To begin to suggest improvements to my method and give reasons.
- To begin to decide when it is appropriate to do a fair test.

Recording and Reporting Findings

- To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- To demonstrate that dissolving, mixing and changes of state are reversible changes.
- To 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.

Questioning and Enquiry Planning

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Questioning and Enguiry Planning

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- time.

Observing and Measuring

- environment.

Investigating

- reasons.

Recording and Reporting Findings

- approaches.

Identifying, Grouping and Classifying

materials.

Researching

Conclusions

• To begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. • To begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the

To begin o recognise scientific ideas change and develop over

• To begin a select the most appropriate ways to answer science questions using different types of scientific enquiry

• To begin o identify patterns that might be found in the natural

To begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To begin to interpret data and find patterns.

To begin to suggest improvements to my method and give

To begin to decide when it is appropriate to do a fair test.

• To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin to report and present findings from enquiries.

To begin o decide how to record data from a choice of familiar

• To begin to choose how best to present data

To begin to use and develop keys and other information records to identify, classify and describe living things and

• To begin to recognise which secondary sources will be most useful to research their ideas.

• To begin to 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.

• To begin to identify scientific evidence that has been used to support or refute ideas or arguments.

• To begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To begin to separate opinion from fact.

| | To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin to report and present findings from enquiries. To begin to decide how to record data from a choice of familiar approaches. To begin to choose how best to present data Identifying, Grouping and Classifying To begin to use and develop keys and other information records to identify, classify and describe living things and materials. Researching To begin to recognise which secondary sources will be most useful to research their ideas. To begin to recognise which secondary sources will be most useful to research their ideas. Conclusions To begin to 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. To begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To begin to use test results to make predictions to set up further comparatives and fair tests. To begin to separta equinion from fact. To begin to draw conclusions and identify scientific evidence. To begin to use test results to make predictions to set up further comparative and fair tests. | Recording and Reporting Findings To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin o report and present findings from enquiries. To begin to decide how to record data from a choice of familiar approaches. To begin to choose how best to present data Identifying, Grouping and Classifying To begin to use and develop keys and other information records to identify, classify and describe living things and materials. Researching To begin to recognise which secondary sources will be most useful to research their ideas. Conclusion To begin to 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. To begin to identify scientific evidence that has been used to support or refute ideas or arguments. To begin to use test results to make predictions to set up further comparatives and fair tests. To begin to look for different causal relationships in their data and observations, use evidence to justify their ideas. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To begin to separate opinion from fact. To begin to separate opinion from fact. To begin to use test results to make predictions to set up further comparative and fair tests. | To begin to draw Know which evid |
|---------------|---|--|---|
| <u>Year 6</u> | All living things and their habitats To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. To give reasons for classifying plants and animals based on specific characteristics. To describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum. To group and classify things and recognise patterns. | Evolution and inheritance To recognise that living things have changed over time and that fossils provide information about living things that inhibited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Animals including hur To identify and I system and descand blood. To recognise the the way their boo To follow Sex ar To use appropriation of the complexity using To report and place |

fraw conclusions and identify scientific evidence. evidence proves a scientific point.

humans

nd name the main parts of the human circulatory describe the functions of the heart, blood vessels

the impact of diet, exercise, drugs and lifestyle on r bodies functions. x and Relationships Education Week. ppriate scientific language and ideas to explain. ta, take measurements and results of increasing sing scientific diagrams. d present findings, including conclusions.

| Light | | • |
|----------|---|-------|
| • | To recognise that light appears to travel in straight lines. | |
| • | To use the idea that light travels in straight lines to explain | Elect |
| | that objects are seen because they give out or reflect light into the eye. | • |
| • | <i>To explain that we see things because light travels from light</i> | |
| | sources to our eyes or from light sources to objects and then | • |
| | to our eyes. | |
| ٠ | To use the idea that light travels in straight lines to explain | • |
| | why shadows have the same shape as the objects that cast | |
| | them. To report and present findings from enquiries in oral and | • |
| • | written forms (working scientifically). | |
| | | Ques |
| . | | • |
| Questi | oning and Enquiry planning To plan different types of scientific enquiries to answer | |
| • | questions, including recognising and controlling variables | • |
| | where necessary. | - |
| • | To explore and talk about ideas, ask their own questions | |
| | about scientific phenomena, analyse functions, relationships | • |
| | and interactions more systematically. | |
| • | To begin to recognise more abstract ideas and begin to | |
| | recognise how these ideas help them to understand how the world operates. | • |
| • | To begin to recognise scientific ideas change and develop | • |
| | over time. | |
| • | To select the most appropriate ways to answer science | |
| | questions using different types of scientific enquiry. | Obse |
| Observ | ring and Measuring | • |
| • | <i>To take measurements, using a range of scientific</i> | |
| | equipment, with increasing accuracy and precision, taking | • |
| | repeat readings where appropriate. | |
| • | To identify patterns that might be found in the natural | • |
| • | environment. To make own decisions about what observations to make, | |
| • | what measurements to use and how long to make them for | • |
| | and whether to repeat them. | |
| • | To choose the most appropriate equipment and explain how | • |
| | to use it accurately. | • |
| • | To interpret data and find patterns. | • |
| • | <i>To select equipment on my own.</i> <i>To make a set of observations and say what the interval and</i> | |
| • | range are accurate and precise measurements. | Inve |
| Turret | - | ٠ |
| Investi | Igating To use test results to make predictions to set up further | |
| • | comparative fair tests. | |
| • | To recognise when and how to set up comparative and fair | |
| | tests and explain which variables need to be controlled and | • |
| | why. | • |
| • | To suggest improvements to my method and give reasons. | Reco |
| • | To decide when it is appropriate to do a fair test. | • |
| Record | ling and Reporting Findings | |
| | | |
| | | • |

Link

To identify scientific evidence that has been used to support or refute arguments.

tricity

- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- To compare and give reasons for variations in how components function, including the brightness of bulbs and the loudness of buzzers.
- To use recognised symbols when representing a simple circuit in a diagram.
- To plan different types of scientific enquiries to answer their own questions recognising and controlling variables.

stioning and Enquiry planning

- *To plan different types of scientific enquiries to answer* questions, including recognising and controlling variables where necessary.
- To explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.
- To begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.
- To begin to recognise scientific ideas change and develop over time.
- To select the most appropriate ways to answer science questions using different types of scientific enquiry.

erving and Measuring

- To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.
- To identify patterns that might be found in the natural environment.
- To make own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.
- To choose the most appropriate equipment and explain how to use it accurately.
- To can interpret data and find patterns.
- To select equipment on my own.
- To make a set of observations and say what the interval and range are. accurate and precise measurements.

estigating

- To use test results to make predictions to set up further comparative fair tests.
- To recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- To suggest improvements to my method and give reasons.
- To decide when it is appropriate to do a fair test.

ording and Reporting Findings

- To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar and line graphs.
- To report and present findings from enquiries.

Questioning and Enquiry planning

- necessary.
- world operates. time.

Observing and Measuring

- where appropriate.
- environment.
- use it accurately.

Investigating

- comparative fair tests.
- whv.

Recording and Reporting Findings

- and line graphs.
- approaches.

Identifying, Grouping and Classifying

To circulation, diet, drugs, nutrients and water. To describe ways in which nutrients and water are transported within animals, including humans. • To report and present findings, including conclusions.

• To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where

• To explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.

To begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the

To begin to recognise scientific ideas change and develop over

To select the most appropriate ways to answer science questions using different types of scientific enquiry.

• To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings

To identify patterns that might be found in the natural

To make own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.

To choose the most appropriate equipment and explain how to

To interpret data and find patterns.

To select equipment on my own.

To make a set of observations and say what the interval and range are. accurate and precise measurements.

• To use test results to make predictions to set up further

To recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and

To suggest improvements to my method and give reasons. To decide when it is appropriate to do a fair test.

• To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar

To report and present findings from enquiries. To decide how to record data from a choice of familiar

To choose how best to present data

• To use and develop keys and other information records to identify, classify and describe living things and materials.

| To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar and line graphs. To report and present findings from enquiries. To decide how to record data from a choice of familiar approaches. To choose how best to present data Identifying, Grouping and Classifying | Rese Conc |
|---|--------------|
| • To use and develop keys and other information records to identify, classify and describe living things and materials. | • |
| Researching To recognise which secondary sources will be most useful to research their ideas. | • |
| Conclusions To 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. To identify scientific evidence that has been used to support or refute ideas or arguments. To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To test results to make predictions to set up further comparatives and fair tests. To look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To use results to identify when further tests and observations are needed. To separate opinion from fact. To know which evidence proves a scientific point. To use test results to: make predictions to set up further comparative and fair tests. | • |

- To decide how to record data from a choice of familiar approaches.
- To choose how best to present data

earching

To recognise which secondary sources will be most useful to research their ideas.

clusions

- To 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.
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.
- To use test results to make predictions to set up further comparatives and fair tests.
- To look for different causal relationships in their data and identify evidence that refutes or supports their ideas.
- To use results to identify when further tests and observations are needed.
 - To separate opinion from fact.
- To draw conclusions and identify scientific evidence.
- To use simple models.
- To know which evidence proves a scientific point.
- To use test results to: make predictions to set up further comparative and fair tests.

Researching

research their ideas.

Conclusions

- observations are needed.

• To recognise which secondary sources will be most useful to

• To 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. To identify scientific evidence that has been used to support or refute ideas or arguments. • To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. • To use test results to make predictions to set up further comparatives and fair tests. • To look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To use their results to identify when further tests and To separate opinion from fact. To draw conclusions and identify scientific evidence. To use simple models. To know which evidence proves a scientific point. To use test results to: make predictions to set up further comparative and fair tests.