## Science







## Science Curriculum Overview

Year	group	Autumn 1	Autumn 2	Sp	oring 1	Spring 2	Summer 1	Sun	nmer 2
Early	Years								
	Project Title	Super Senses	Memory Box	Bright lights big city	Rain and Sunrays	Paws, Claws and Whiskers	The Enchanted Woodland	Din	osaurs
1	Subject focus	Biology - Plants and animals, including humans	Chemistry - Everyday materials		ry - Everyday aterials	Biology - Animals, including humans	Biology – Plants and Animals, including humans	· .	- Animals, ng humans
2	Project Title	Let's Explore Our World	Towers, Turrets and Tunnels	Muck, Mess and Mixtures	Move	ers and Shakers	The Scented Garden	Beach	Combers
	Subject focus			1	hemistry - Uses of veryday materials		Biology - Plants/ Living things and their habitats	Biology - An Humans	imals including
•	Project Title	Scrumdiddlyumptous	Tribal Tales	Tr	emors	Urban Pioneers	Gods and Mortals	Flow	Mighty Metals
3	Subject focus	Biology - Animals, including humans	Physics - Light	Chemis	Chemistry - Rocks Biology - Plants			,	Forces and gnets
	Project Title	Burps, bottoms and bile	l am a warrior	P	otions	Misty Mountain Sienna	Traders and Raiders	Blue Abys	
4	Subject focus	Biology - Animals, including Humans Person of note: Mary Mallon	Physics – sound	Matter Pe	ry - States of erson of note: rie Curie	Chemistry - States of Matter Physics - Electricity		_ ·	ving things and luding Humans
	Project Title	Amazon Adventure	Pharaohs	Sta	rgazers	A Greener Future	Peasants, Princes and Pestilence	Mesmeri	sing Mayans
5	Subject focus	Biology – Animals, including Humans and Living Things	Chemistry – Properties and Changes in Materials	Person o	arth and Space f note: Annie non / Sally Ride	Physics - Light			
	Project Title	Off with Her head	Frozen Kingdom	Rev	olution	A CI	nild's War		Machine / ry Rebels
6	Subject focus	Biology – Animals, including Humans Person of note: William Harvey	Biology – Evolution and Living things						s – Forces - Electricity

## Science Progression of knowledge and skills

NC Science Unit	Nurserv	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants Biology	UTW- Understand the key of a plant and an animal.  Begin to understan care for the natura things  Skills: UTW - Plant seeds plants.	y features of the life cycle  d the need to respect and l environment and all living  and care for growing  for hands-on exploration als	Enchanted Woodland  Knowledge: 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  Skills: Observe changes in growing plants Classify plants into groups (deciduous and evergreen)  Paws, claws and whiskers  Knowledge: Identify and name a variety of common animals, including fish, amphibians, reptiles, birds	Knowledge: Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Knowledge: 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 air to grow) and how they vary from plant to plant.  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Skills: Investigate the way in which water travels through a plant.			

	Describe and		
	compare the		
	structures of a		
	variety of		
	common animals		
	(fish,		
	amphibians,		
	reptiles, birds		
	and mammals		
	including)		
	Dinosaurs		
	Knowledge:		
	Identify and		
	name a variety of		
	common animals		
	that are		
	carnivores,		
	herbivores and		
	omnivores		
	Super Senses		
	Knowledge:		
	Identify, name,		
	draw and label		
	the basic parts of		
	the human body		
	and say which		
	part of the body		
	is associated		
	with each sense.		

Animals,	Biology	Knowledge: Understand the	Knowledge: Describe what they see,	Paws, claws and whiskers	Beach combers	Scrumdiddlyumptious	Burps, Bottoms and Bile	Amazon Adventure	Off with her head
including		key features of an	hear and feel whilst	WIIISKEIS	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
humans		animal	outside (plants, trees,	Knowledge:	Notice that	Identify that animals,	describe the simple	Describe the	identify and name
		animai	animals and insects)	Identify and	animals,	including humans,	functions of the	changes as humans	the main parts of
		Begin to	ariiriais aria irisects)	name a variety of	including	need the right types	basic parts of the	develop to old age.	the human
		understand the	Skills:	common	humans, have	and amount of	digestive system in	develop to old age.	circulatory system,
		need to respect	Explore the natural	animals,	offspring which	nutrition, and that	humans		and describe the
		and care for the	world around them	including fish,	grow into adults.	they cannot make			functions of the
		natural		amphibians,	8	their own food; they	Identify the		heart, blood
		environment and		reptiles, birds	Find out about	get nutrition from	different types of		vessels and blood
		all living things.		and mammals	and describe the	what they eat	teeth in humans		
					basic needs of		and their simple		recognise the
		Make healthy		Describe and	animals,	identify that humans	functions		impact of diet,
		choices about		compare the	including	and some other			exercise, drugs and
		food, drink,		structures of a	humans, for	animals have	Construct and		lifestyle on the
		activity and teeth		variety of	survival (water,	skeletons and	interpret a variety		way their bodies
		brushing.		common animals	food and air)	muscles for support,	of food chains,		function
				(fish,		protection and	identifying		
		Skills:		amphibians,	Describe the	movement	producers,		describe the ways
		Use all their		reptiles, birds	importance for		predators and prey		in which nutrients
		senses for hands-		and mammals	human of	Skills:			and water are
		on exploration		including)	exercise, eating	Make systematic and	Skills:		transported within
		and natural		Dinosaurs	the right	careful observations	Use		animals, including
		materials		Knowledge:	amounts of	and where	straightforward		humans.
				Identify and	different types of	appropriate, taking	scientific evidence		01.111
				name a variety of	food, and	accurate	to answer		Skills:
				common animals	hygiene.	measurements using	questions or to		planning different
				that are	Chille	standard units, using a range of	support their findings		types of scientific enquiries to
				carnivores, herbivores and	Skills:	equipment, including	illiuliigs		answer questions,
				omnivores	Asking simple	thermometers and	Make systematic		including
				Super Senses	questions and	data loggers.	and careful		recognising and
				Knowledge:	recognising that	data loggers.	observations and		controlling
				Identify, name,	they can be	Setting up simple	where appropriate,		variables where
				draw and label	answered in	practical enquiries,	taking accurate		necessary
				the basic parts of	different ways	comparative and fair	measurements		,
				the human body	,	tests	using standard		reporting and
				and say which	Observing		units, using a range		presenting findings
				part of the body	closely, using	Identifying	of equipment,		from enquiries,
				is associated	simple	differences,	including		including
				with each sense.	equipment	similarities or	thermometers and		conclusions, causal
					Identifying and	changes related to	data loggers.		relationships and
					classifying	simple scientific ideas			explanations of
						and processes	Setting up simple		and a degree of
					Gathering and		practical enquiries,		trust in results, in
					recording data to	Using results to draw	comparative and		oral and written
					help answer	simple conclusions,	fair tests		forms such as
					questions	make predictions for	Identifying		displays and other
						new values, suggest	differences,		presentations
						improvements and	similarities or		

			raise further	changes related to	
			questions.	simple scientific	
			4	ideas and	
			Daniel de Carlos		
			Recording findings	processes	
			using simple scientific		
			language, drawings,	Using results to	
			labelled diagrams,	draw simple	
			keys, bar charts, and	conclusions, make	
			tables.	predictions for new	
			tables.		
				values, suggest	
				improvements and	
				raise further	
				questions.	
				questions	
				Danaudina finalis	
				Recording findings	
				using simple	
				scientific language,	
				drawings, labelled	
				diagrams, keys, bar	
				charts, and tables.	
				Coulos do la labres.	
				Gathering,	
				recording,	
				classifying and	
				presenting data in a	
				variety of ways to	
				variety of ways to	
				help in answering	
				questions	
				Reporting on	
				findings from	
				enquiries, including	
				oral and written	
				explanations,	
				displays or	
				presentations of	
				results and	
				conclusions	
				COTICIUSIONS	

All living	Biology	UTW-	UTW - Explore the	Scented Garden	Blue Abyss	Amazon Adventure	Frozen Kingdom
things		Understand the	natural world around	(inc. Wriggle &			
and their		key features of	them.	Crawl)	Knowledge:	Knowledge:	Knowledge:
		the life cycle of a			recognise that	describe the	recognise that
habitats		plant and an	Describe what they see,	Knowledge:	living things can be	differences in the	living things have
(inc.		animal.	hear and feel while they	Explore and	grouped in a	life cycles of a	changed over time
evolution)		D	are outside.	compare the	variety of ways	mammal, an	and that fossils
		Begin to		differences		amphibian, an	provide
		understand the	Recognise some	between things	explore and use	insect and a bird	information about
		need to respect and care for the	environments that are	that are living, dead and things	classification keys to help group,	describe the life process of	living things that inhabited the
		natural	different to the one in	that have never	identify and name	reproduction in	Earth millions of
		environment and	which they live.	been alive.	a variety of living	some plants.	years ago
		all living things		been anve.	things in their local	Some plants.	years ago
		an iiviiig tiiiigs	Explore the natural	Identify that	and wider	Skill:	recognise that
			world around them,	most living things	environment	Planning different	living things
			making observations	live in habitats to		types of scientific	produce offspring
			and drawing pictures of	which they are	recognise that	enquiries to	of the same kind,
			animals and plants.	suited and	environments can	answer questions,	but normally
				describe how	change and that	including	offspring vary and
			Know some similarities	different habitats	this can sometimes	recognising and	are not identical to
			and differences	provide for the	pose dangers to	controlling	their parents
			between the natural	basic needs of	living things	variables where	
			world around them and	different kinds of		necessary.	identify how
			contrasting	animals and			animals and plants
			environments, drawing	plants, and how			are adapted to sui
			on their experiences	they depend on			their environment
			and what has been read	each other.			in different ways
			in class.				and that adap-
				Identify and			tation may lead to
				name a variety of			evolution
				plants and animals in their			Describe how
				habitats,			living things are
				including micro-			classified into
				habitats.			broad groups
				a			according to
				Describe how			common
				animals obtain			observable
				their food from			character-istics
				plants and other			and based on
				animals, using			similarities and
				the idea of a			differences, in-
				simple food			cluding micro-
				chain, and			organisms, plants
				identify and			and animals.
				name different			
				sources of food.			Give reasons for
							classifying plants
				Skills:			and animals based

Asking simple questions and recogniting that they can be answered in all ferent ways.  Observing closely, using simple quyonnent theretifying and classifying Gathering and recording data to help waver questions.	1		 Addionation		
recognising that they can be answered in different ways  Observing closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			Asking simple		on specific
they can be answered in different ways  Observing closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			questions and		cnaracteristics
answered in different ways  Observing closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			recognising that		
different ways  Observing closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			they can be		
Observing closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			different		
closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			airrerent ways		
closely, using simple equipment  Identifying and classifying  Gathering and recording data to help answer			Observin-		
simple equipment  Identifying and classifying  Gathering and recording data to help answer			Observing		
equipment  Identifying and classifying  Gathering and recording data to help answer			closely, using		
Identifying and classifying  Gathering and recording data to help answer			simple		
Classifying  Gathering and recording data to help answer			equipment		
Classifying  Gathering and recording data to help answer			Identifying and		
Gathering and recording data to help answer			classifying		
help answer			Classifying		
help answer			Gathering and		
help answer			recording data to		
questions			heln answer		
			auestions		
			questions		

Everyday	Chemistry	Knowledge:	 Memory Box	Muck, Mess and		Pharaohs	
	Chemistry	Talk about	Knowledge:	Mixtures		Knowledge:	
materials		differences	Distinguish	Knowledge:		compare and group	
		between	between an	Identify and		together everyday	
		materials and	object and the	compare the		materials on the	
		changes they	material from	suitability of a		basis of their	
		notice	which it made	variety of		properties,	
		Hotice	Willeli it illude	everyday		including their	
		Skills:	Identify and	materials		hardness,	
		Explore a range of	name a variety of	including wood,		solubility,	
		natural and man-	everyday	metal, plastic,		transparency,	
		made materials	materials,	glass, brick, rock,		conductivity	
		made materials	including wood,	paper and		(electrical and	
			plastic, glass,	cardboard for		thermal), and	
			metal, water and	particular uses.		response to	
			rock			magnets	
				Find out how the		5	
			Describe the	shapes of solid		Know that some	
			simple physical	objects made		materials will	
			properties of a	from some		dissolve in liquid to	
			variety of	materials can be		form a solution,	
			everyday	changed by		and describe how	
			materials	squashing,		to recover a sub-	
				bending,		stance from a	
			Compare and	twisting, and		solution	
			group together a	stretching.			
			variety of			Use knowledge of	
			everyday	Skills:		solids, liquids and	
			materials on the	Asking simple		gases to decide	
			basis of their	questions and		how mixtures	
			simple physical	recognising that		might be	
			properties	they can be		separated,	
				answered in		including through	
			Skills:	different ways		filtering, sieving	
			Asking simple			and evaporating	
			questions and	Observing			
			recognising that	closely, using		give reasons, based	
			they can be	simple		on evidence from	
			answered in	equipment		comparative and	
			different ways	Identifying and		fair tests, for the particular uses of	
			Identifying and	, ,		•	
			sorting	classifying		everyday materials,	
				Using their		including metals,	
				observations and		wood and plastic	
				ideas to suggest		demonstrate that	
				answers to		dissolving, mixing	
				questions		and changes of	
				questions		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	
					bicarbonate of	
					soda	
					Skills:	
					taking	
					measurements,	
					using a range of	
					scientific	
					equipment, with	
					increasing accuracy	
					and precision,	
					taking repeat	
					readings when	
					appropriate	
					recording data and	
					results of	
					increasing	
					complexity using	
					scientific diagrams	
					and labels,	
					classification keys,	
					tables, scatter	
					graphs, bar and	
					line graphs	
					using test results to	
					make predictions	
					to set up further	
					comparative and	
					fair tests	
					reporting and	
					presenting findings	
					from enquiries,	
					including	
					conclusions, causal	
					relationships and	
					explanations of	
 <u> </u>	1		ı			

				and a degree of trust in results, in oral and written	
				forms such as displays and other presentations	
				identifying scientific evidence that has been used to support or refute ideas or arguments	

Rocks	Chemistry			Tremors		
				Knowledge:		
				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		
				Skills:		
				Setting up simple practical enquiries, comparative and fair tests		
				Identifying differences, similarities or changes related to simple scientific ideas and processes		
				Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		

States of	Chemistry	Knowledge:	Knowledge:		Potions	
	Chemistry	Talk about	Understand some		Knowledge:	
matter		differences	important processes		compare and group	
		between	and changes in		materials together,	
		materials and	the natural world		according to	
		changes they	around them, including		whether they are	
		notice	the seasons and		solids, liquids or	
			changing states of		gases	
		Skills:	matter.		Pases	
		Explore a range of	matter.		observe that some	
		natural and man-			materials change	
		made materials			state when they	
		made materials			are heated or	
					cooled, and	
					measure or	
					research the	
					temperature at	
					which this hap-	
					pens in degrees	
					Celsius (°C)	
					( )	
					Skills:	
					Use	
					straightforward	
					scientific evidence	
					to answer	
					questions or to	
					support their	
					findings	
					J	
					Make systematic	
					and careful	
					observations and	
					where appropriate,	
					taking accurate	
					measurements	
					using standard	
					units, using a range	
					of equipment,	
					including	
					thermometers and	
					data loggers.	
					Setting up simple	
					practical enquiries,	
					comparative and	
					fair tests	
					Identifying	
					differences,	
					similarities or	

			changes related to	
			simple scientific ideas and	
			processes	
			p. 533333	
			Using results to	
			draw simple	
			conclusions, make predictions for new	
			values, suggest	
			improvements and	
			raise further	
			questions.	
			Recording findings	
			using simple	
			scientific language,	
			drawings, labelled	
			diagrams, keys, bar charts, and tables.	
			Gathering,	
			recording,	
			classifying and presenting data in a	
			variety of ways to	
			help in answering	
			questions	
			Reporting on	
			findings from	
			enquiries, including	
			oral and written	
			explanations, displays or	
			presentations of	
			results and	
			conclusions	
			Misty Mountain	
			Sienna	
			Knowledge:	
			Identify the part played by	
			evaporation and	
			condensation in the	
			water cycle and	
			associate the rate	
			of evaporation with temperature	

			Skills: Use straightforward scientific evidence to answer questions or to support their findings Identifying differences, similarities or changes related to simple scientific ideas and processes	

Гочест	Dhys:ss	Skills:	Skills:		Mighty Metals		Scream Machine
Forces	Physics	Explore and talk	<u>SKIIIS:</u>		iviignty ivietais		Scream Machine
		about different	Explore the natural		Knowledge:		Knowledge:
		forces they can	world around them		compare how things		Kilowicuge.
		feel.	World drodrid them		move on different		explain that
			Build things using tools		surfaces		unsupported
			and explore (Magnet				objects fall
			trays, pushing, pulling,		notice that some		towards the Earth
			stretching, floating and		forces need contact		because of the
			sinking, pulleys, cogs,		between 2 objects,		force of gravity
			wind up toys, messy		but magnetic forces		acting between
			play, baking and		can act at a distance		the Earth and the
			cooking, mud kitchen,				falling object
			playdough disco,		observe how magnets		
			malleable area)		attract or repel each		Identify the effects
					other and attract		of air resistance,
					some materials and		water resistance
					not others		and friction, that
							act between and
					compare and group		friction, that act
					together a variety of		between moving surfaces
					everyday materials on the basis of whether		Surfaces
					they are attracted to		Recognise that
					a magnet, and		some mechanisms,
					identify some		including levers,
					magnetic materials		pulleys and gears,
					magnetic materials		allow a smaller
					describe magnets as		force to have a
					having 2 poles		greater effect.
					0 1		J
					predict whether 2		Skills:
					magnets will attract		planning different
					or repel each other,		types of scientific
					depending on which		enquiries to
					poles are facing		answer questions,
							including
							recognising and
							controlling
							variables where
							necessary
							taking
							taking
							measurements,
							using a range of scientific
							equipment, with
							increasing
							accuracy and
							precision, taking
							precision, taking

				repeat readings when appropriate
				recording data and results of
				increasing
				complexity using scientific diagrams
				and labels,
				classification keys, tables, scatter
				graphs, bar and
				line graphs
				using test results
				to make predictions to set
				up further
				comparative and fair tests
				reporting and presenting findings
				from enquiries,
				including conclusions, causal
				relationships and
				explanations of and a degree of
				trust in results, in
				oral and written forms such as
				displays and other
				presentations
				identifying
				scientific evidence that has been used
				to support or
				refute ideas or arguments

Light and	Physics	<u>Skills</u>	Skills		I Am Warrior	A Greener Future	
_	rilysics	Listen with	Explore and engage in				
Sound		increased	music		Knowledge:	Knowledge:	
		attention to			identify how	recognise that light	
		sounds	Explore a range of		sounds are made,	appears to travel in	
			musical instruments		associating some of	straight lines	
		Explore a range of	and describe the noises		them with	ot. a.g. re iii es	
		musical	that can be heard		something	use the idea that	
		instruments and	that can be near a		vibrating	light travels in	
		make sounds				straight lines to	
		mane sounds			recognise that	explain that	
					vibrations from	objects are seen	
					sounds travel	because they give	
					through a medium	out or reflect light	
					to the ear	into the eye	
					to the cui	into the eye	
					find patterns	explain that we see	
					between the pitch	things because	
					of a sound and	light travels from	
					features of the	light sources to our	
					object that	eyes or from light	
					produced it	sources to objects	
					produced it	and then to our	
					find patterns	eyes	
					between the	eyes	
					volume of a sound	use the idea that	
					and the strength of	light travels in	
					the vibrations that	straight lines to	
					produced it	explain why	
					produced it	shadows have the	
					recognise that	same shape as the	
					sounds get fainter	objects that cast	
					as the distance	them	
					from the sound	uleili	
					source increases	Skills:	
					source increases	planning different	
					Skills:	types of scientific	
					Use	enquiries to	
					straightforward	answer questions,	
					scientific evidence	including	
					to answer	recognising and	
					questions or to	controlling	
					support their	variables where	
					findings	necessary	
					munigs	necessary	
					Identifying	taking	
					differences,	measurements,	
					similarities or	using a range of	
					changes related to	scientific	
					simple scientific	equipment, with	
					simple scientific	equipinient, with	

				ideas and	increasing accuracy	
				processes	and precision,	
				,	taking repeat	
					readings when	
					readings when	
					appropriate	
					recording data and	
					results of	
					increasing	
					increasing	
					complexity using	
					scientific diagrams	
					and labels,	
					classification keys,	
					tables, scatter	
					graphs, bar and	
					line graphs	
					line graphs	
					using test results to	
					make predictions	
					to set up further	
					comparative and	
					fair tests	
					iair tests	
					reporting and	
					presenting findings	
					from enquiries,	
					including	
					conclusions, causal	
					conclusions, causai	
					relationships and	
					explanations of	
					and a degree of	
					trust in results, in	
					oral and written	
					forms such as	
					displays and other	
					uispiays and otner	
					presentations	
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Electricity	Physics	Skills:			Misty Mountain	Revolution
	,	Explore how			-	
		things work			Knowledge:	Knowledge:
					identify common	Associate the
					appliances that run	brightness of a
					on electricity	lamp or the
						volume of a buzzer
					construct a simple	with the number
					series electrical	of voltage of cells
					circuit, identifying	used in the circuit
					and naming its	
					basic parts,	Compare and give
					including cells,	reasons for
					wires, bulbs,	variations in how
					switches and	components
					buzzers	function, including
						the brightness of
					identify whether or	bulbs, the
					not a lamp will light	loudness of
					in a simple series	buzzers and the
					circuit, based on	on/off position of
					whether or not the	switches
					lamp is part of a	
					complete loop with	<u>Skills:</u>
					a battery	planning different
						types of scientific
					recognise that a	enquiries to
					switch opens and	answer questions,
					closes a circuit and	including
					associate this with	recognising and
					whether or not a	controlling
					lamp lights in a	variables where
					simple series circuit	necessary
					recognise some	taking
					common	measurements,
					conductors and	using a range of
					insulators, and	scientific
					associate metals	equipment, with
					with being good	increasing
1					conductors	accuracy and
1						precision, taking
1						repeat readings
						when appropriate
						recording data and
1						results of
						increasing
						complexity using
1						scientific diagrams
						and labels,
						and labels,

				classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests
				reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
				identifying scientific evidence that has been used to support or refute ideas or arguments

T		Karanda dan			Chanana	
Earth and	Physics	Knowledge:			Stargazers	
Space		Recognise some			Knowledge:	
		environments that are				
		different to the one in			describe the	
		which they live (The			movement of the	
		Moon)			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 as	
					approximately	
					spherical bodies	
					use the idea of the	
					Earth's rotation to	
					explain day and	
					night and the	
					apparent	
					movement of the	
					sun across the sky	
					Sun across the Sky	
					Chille.	
					<u>Skills:</u>	
					planning different	
					types of scientific	
					enquiries to	
					answer questions,	
					including	
					recognising and	
					controlling	
					variables where	
					necessary	
1						
					taking	
					measurements,	
					using a range of	
					scientific	
					equipment, with	
					increasing accuracy	
					and precision,	
					taking repeat	
					readings when	
					appropriate	
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				recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
				using test results to make predictions to set up further comparative and fair tests	
				reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	
				identifying scientific evidence that has been used to support or refute ideas or arguments	

Change	Physics	Skills: Explore weather and temperature when outside	Knowledge: Understand the effect of changing seasons has on the natural world around them  Explore natural world for signs of seasons  Skills: Explore weather and temperature when outside.  Describe the temperature using hot or cold.  Describe the weather using simple terms such as sunny, cloudy and raining.						
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