Stonesfield Primary School
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SCIENCE CURRICULUM

EARLY YEARS						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Materials	Seasons/Materials	Seasons	The body & being healthy	Plants growth & care	Forces & habitats
KEY STAGE 1						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
YEAR A 2020-21	Exploring Materials	Uses of Materials	Everyday Materials	Plants an introduction	Plants - growth and care	Animals including humans - about animals
YEAR B 2021-22	Seasons	Animals including humans - growth	Animals including humans - About Me	Animals including me - My body	Living things and their habitats	Animals including humans - Diet and Health
LOWER KEY STAGE 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
YEAR A 2020-21	States of matter	Light	Forces and magnets	Animals including humans - Food and Digestion	Roman engineering challenge/ Sound	Electricity
YEAR B 2021-22	Rocks	Animals including humans	Living things and their habitats - nature and the environment	Classifying living things and their habitats	Exploring the World of Plants	Plant Life Cycles
UPPER KEY STAGE 2						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
YEAR A 2020-21	Forces	Animals and humans - blood and transportation	Changes of materials	Properties of materials	Light	Electricity

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YEAR B 2021-22	Earth & Space	Animals including humans - the human life cycle	Living things and their habitats	Studying living things	Evolution and Inheritance	Animals including humans - heart and health

SCIENTIFIC ENQUIRY SKILLS

KS1	Expected (KS1 children can…)	Exceeded (KS1 Children can…)		
LKS2	**Emerging (LKS2 children can…)**	**Expected (LKS2 children can…)**	**Exceeding (LKS2 children can…)**	
UKS2		**Emerging (UKS2 children can…)**	**Expected (UKS2 children can…)**	**Exceeding (UKS2 children can…)**
Work Scientifically **Plan** **Do** **Record** **Review**	• asking simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • gather and recording data to help in answering questions • use their observations and ideas to suggest answers to questions	• ask relevant questions and using 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 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, include 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	• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • use test results to make predictions to set up further comparative and fair tests • 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, • report and present findings from enquiries, including conclusions, causal relationships and explanations results, 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.	• ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience • make predictions using scientific knowledge and understanding • select, plan and carry out the most appropriate types of scientific enquiries to test predictions… • make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements • present observations and data using appropriate methods, including tables and graphs • interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions • present reasoned explanations, including data in relation to predictions and hypotheses

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		• use straightforward scientific evidence to answer questions or to support their findings.		• evaluate data, showing awareness of potential sources of error • identify further questions arising from results