



Stonesfield Primary School
Learning together to achieve our best.

SCIENCE CURRICULUM

EARLY YEARS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me The body & senses	Materials	Seasons and weather	Plants growth & care	Forces Machines	Animal families, care of pets. Habitats
KEY STAGE 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A	Uses of Everyday Materials	Exploring Everyday Materials	Animals including humans - About Me	Plants an introduction	Plants - growth and care	Animals including humans - about animals
YEAR B	Everyday Materials	(Seasons)	Living things and their habitats	Habitats from around the world	Animals including humans - Diet and Health	Animals including humans - growth
LOWER KEY STAGE 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A	States of matter	Light	Forces and magnets	Animals including humans - Food and Digestion	Sound	Electricity
YEAR B	Rocks	Animals including humans – what makes us	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	Forces	Animals and humans - blood and transportation	Changes of materials	Properties of materials	Animals including humans- explore life cycles	Animals including humans - heart and health
YEAR B	Earth & Space	Evolution and Inheritance	Electricity	Light	Studying Living Things	Living things and their habitats



SCIENCE CURRICULUM

SCIENTIFIC ENQUIRY SKILLS

EYFS	Expected EYFS children can ...	Exceeding EYFS children can			
KS 1	Emerging KS1 children can ...	Expected KS1 children can...	Exceeding KS1 Children can...		
LKS 2		Emerging LKS2 children can...	Expected LKS2 children can...	Exceeding LKS2 children can...	
UKS 2			Emerging UKS2 children can...	Expected UKS2 children can...	Exceeding UKS2 children can...
Work Scientifically	- Ask questions to find out more. - Ask why? and how? questions. - Choose their own resources to carry out a plan. - Talk about what they see using a wide vocabulary, including new vocabulary. - Develop their fine motor skills so they can use a range of tools competently, safely and confidently. - Compare quantities using language 'more than, fewer than'. - Make comparisons between objects relating to size, length, weight and capacity e.g: longer, tallest heavier etc. - Articulate their observations, ideas and thoughts in complete sentences. - Write labels/captions using known sound letter correspondence.	- 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 - use straightforward scientific evidence to answer questions or to support their findings.	- 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. - evaluate data, showing awareness of potential sources of error. - identify further questions arising from results.