

St Andrew's 2014 Curriculum Framework – Science

Aims – To develop the nature, processes and methods of science through scientific enquiries which help them to ask questions about the world around them.

Key Skills for KS1			
	<p>The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p> <p>During years 1 and 2, 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 simple questions and recognising that they can be answered in different ways ☑ observing closely, using simple equipment ☑ performing simple tests ☑ identifying and classifying ☑ using their observations and ideas to suggest answers to questions ☑ gathering and recording data to help in answering questions. 		
	Autumn	Spring	Summer
Year 1 / 2	<p>A - Places People Go - Holiday destinations</p> <p>Everyday materials To describe the simple physical properties of a variety of everyday materials (hard soft, bendy) To compare and group together a variety of everyday materials on the basis of their simple physical properties (waterproof, transparent)</p>	<p>A - Build It Up - Homes around the world</p> <p>Everyday materials To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>A – Animal Kingdom 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 explore and compare the differences between things that are living, dead, and things that have never been alive. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Pet diets)</p>
Year 1/ 2	<p>B - How are You? To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 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. To explore and compare the differences between things that are</p>	<p>B - Let's Play! (Toys)</p> <p>Everyday 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 on the basis of their simple physical properties.</p>	<p>B - Flowers and Insects</p> <p>Plants/ Living things and habitats To observe and describe weather associated with the seasons and how day length varies. To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees. To observe changes across the four seasons To explore and compare the differences between things that are</p>

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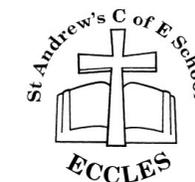
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	<p>living, dead, and things that have never been alive. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Pet diets)</p>		<p>living, dead, and things that have never been alive To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other To identify and name a variety of plants and animals in their habitats, including microhabitats To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
Key Skills for KS2			
<p>Working scientifically 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 help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • 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. 			
	Autumn	Spring	Summer
Year 3 / 4	<p>A - Active Planet - Volcanoes and Earthquakes - Romans Rocks – States of matter To compare and group together different kinds of rocks on 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 To recognise that soils are made from rocks and organic 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)</p>	<p>A - Saving the World – Rainforests /Mayans Plants/Living things and their habitats To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 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</p>	<p>A - Do you Live Around Here? Rivers Changing State To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To demonstrate that dissolving, mixing and changes of state are reversible changes (The Water Cycle – also Y6)</p>

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		<p>sometimes pose dangers to living things</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
Year 3/4	<p>B - Airports – Ancient Egypt</p> <p>Properties of materials</p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>To describe the changes as humans develop to old age (human life cycle)</p>	<p>B - The Story of Chocolate – Trade</p> <p>Changes of materials</p> <p>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</p> <p>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)</p> <p>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</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>To describe the simple functions of the basic parts of the digestive system in humans</p> <p>To identify the different types of teeth in humans and their simple functions</p>	<p>B - Time and Place – Anglo Saxons and Vikings</p> <p>Light</p> <p>To recognise that they need light in order to see things and that dark is the absence of light</p> <p>To notice that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>To find patterns in the way that the size of shadows change</p> <p>To compare how things move on different surfaces</p> <p>To recognise that light appears to travel in straight lines</p> <p>To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Year 5	<p>Echoes of Eccles - Local history – Victorians</p> <p>Evolution & Inheritance</p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>All the Fun of the Fair</p> <p>Forces/ Magnets/Sound</p> <p>To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>To observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>To describe magnets as having 2 poles</p> <p>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>To identify how sounds are made, associating some of them with something vibrating</p> <p>To recognise that vibrations from sounds travel through a medium to the ear</p> <p>To find patterns between the pitch of a sound and features of the object that produced it</p> <p>To find patterns between the volume of a sound and the strength of</p>	<p>Mission to Mars – Environments</p> <p>Earth and Space</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>To describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>To describe the movement of the moon relative to the Earth</p> <p>To describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>



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		<p>the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases</p>		
<p>Year 6</p>	<p>Time Travellers-Stone Age to the Iron Age/The Greeks Electricity To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 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, the loudness of buzzers and the on/off position of switches To use recognised symbols when representing a simple circuit in a diagram</p> <p>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</p>	<p>Intrepid Explorers Changing State To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>The Big Science Project Plants and animals - Development from Y3/4 To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals 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 give reasons for classifying plants and animals based on specific characteristics</p> <p>Revision of all Ks2 science</p>	<p>Safety at Sea</p>