

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R	<p>Materials Safely use and explore a variety of materials.</p> <p>Know about similarities and differences in relation to materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Use senses to explore the world around them.</p> <p>REVIEW - Create simple representations of events, people and objects.</p>	<p>Animals. including humans Make observations of animals and explain why some things occur and talk about changes.</p> <p>Materials Safely use and explore a variety of materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Handle equipment and tools effectively. Develop ideas of grouping, sequencing, cause and effect. Make links and notice patterns in their experience.</p> <p>REVIEW - Create simple representations of events, people and objects.</p>	<p>Materials Safely use and explore a variety of materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Develop ideas of grouping, sequencing, cause and effect. Make links and notice patterns in their experience. Use senses to explore the world around them. Find ways to solve problems/ find new ways to do things/ test their ideas.</p> <p>REVIEW - Answer how and why questions about their experiences.</p> <p>Create simple representations of events, people and objects.</p>	<p>Animals. including humans Make observations of animals and explain why some things occur and talk about changes.</p> <p>Plants Make observations of plants and explain why some things occur and talk about changes.</p> <p>Living things and their habitat Know about similarities and differences in relation to living things.</p> <p>Materials Safely use and explore a variety of materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Develop ideas of grouping, sequencing, cause and effect. Make links and notice patterns in their experience.</p> <p>REVIEW - Build up vocabulary that reflects the breadth of their experience.</p>	<p>Materials Safely use and explore a variety of materials.</p> <p>Know about similarities and differences in relation to materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Develop ideas of grouping, sequencing, cause and effect. REVIEW - Create simple representations of events, people and objects.</p>	<p>Animals. including humans Make observations of animals and explain why some things occur and talk about changes.</p> <p>Plants Make observations of plants and explain why some things occur and talk about changes.</p> <p>Living things and their habitat Know about similarities and differences in relation to living things.</p> <p>Materials Safely use and explore a variety of materials. Know about similarities and differences in relation to materials.</p> <p>Working scientifically PLAN - Engage in open-ended activities. Show curiosity about objects, events and people. Question why things happen. Take a risk, engage in new experiences and learn by trial and error.</p> <p>DO - Develop ideas of grouping, sequencing, cause and effect. Make links and notice patterns in their experience. Choose the resources they need for their chosen activities.</p> <p>REVIEW - Develop their own narratives and explanations by connecting ideas or events. Create simple representations of events, people and objects.</p>

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL
YEAR 1	<p>Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Working Scientifically</p> <p>PLAN Ask simple questions. Begin to recognise that questions can be answered in different ways. Begin to predict.</p> <p>DO - Identify and classify.</p> <p>Gather and record data to help in answering questions. Observe closely using simple equipment such as hand lenses and egg timers. Perform simple tests that are set up.</p> <p>REVIEW Use their observations and ideas to suggest answers to questions.</p>	<p>Materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working scientifically</p> <p>PLAN - Ask simple questions. Begin to predict.</p> <p>DO - Identify and classify. Perform simple tests that are set up. Observe closely using simple equipment such as hand lenses and egg timers.</p> <p>REVIEW - Communicate what they found out using simple scientific language. Use their observations and ideas to suggest answers to questions.</p>	<p>Materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Working scientifically</p> <p>PLAN - Ask simple questions. Begin to predict.</p> <p>DO - Identify and classify. Perform simple tests that are set up. Observe closely using simple equipment such as hand lenses and egg timers.</p> <p>REVIEW - Communicate what they found out using simple scientific language. Use their observations and ideas to suggest answers to questions.</p>	<p>Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Working scientifically PLAN - Ask simple questions. Begin to predict.</p> <p>DO - Identify and classify.</p> <p>REVIEW - Communicate what they found out using simple scientific language. Use their observations and ideas to suggest answers to questions.</p>	<p>Seasonal changes Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically PLAN - Ask simple questions.</p> <p>Begin to predict.</p> <p>DO - Gather and record data to help in answering questions.</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Working scientifically PLAN - Ask simple questions.</p> <p>DO - Observe closely using simple equipment such as hand lenses and egg timers. Identify and classify.</p> <p>REVIEW - Communicate what they found out using simple scientific language.</p>	<p>Seasonal changes Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically Ask simple questions.</p> <p>Begin to predict.</p> <p>Gather and record data to help in answering questions.</p> <p>Use their observations and ideas to suggest answers to questions.</p>

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL
YEAR 2	<p>Animals, including humans</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Recognise that questions can be answered in different ways using different enquiries.</p> <p>REVIEW - Use simple secondary sources to find answers.</p>	<p>Animals, including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>DO - Begin to select equipment from a limited range. Create tables and charts to classify. Make increasingly accurate measurements.</p> <p>REVIEW - With support, identify key findings, noting patterns and relationships.</p>	<p>Living things and their habitat</p> <p>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.</p> <p>Identify and name a variety of animals in their habitats.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>DO - Create tables and charts to classify.</p> <p>REVIEW - Use simple secondary sources to find answers. With support, identify key findings, noting patterns and relationships.</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>Recognise that questions can be answered in different ways using different enquiries.</p> <p>DO - Begin to select equipment from a limited range. Make decisions in the setting up of investigations.</p> <p>REVIEW -Use their observations to make new predictions.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>DO - Make decisions in the setting up of investigations. Begin to select equipment from a limited range. Create tables and charts to classify.</p> <p>REVIEW - With support, identify key findings, noting patterns and relationships. Use simple secondary sources to find answers.</p>	<p>Living things and their habitat</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>DO - Create tables and charts to classify.</p> <p>REVIEW - Use simple secondary sources to find answers. With support, identify key findings, noting patterns and relationships.</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Working scientifically</p> <p>PLAN - Use question stems. Give a reason for a prediction</p> <p>DO - Observe changes over time. Make increasingly accurate measurements. Create tables and charts to classify.</p> <p>REVIEW - With support, identify key findings, noting patterns and relationships.</p>

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL
YEAR 3	<p>Electricity Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Working scientifically</p> <p>PLAN - Ask relevant questions. Begin to make predictions using previous experience.</p> <p>DO - Set up simple, practical enquiries Record findings using simple scientific language, drawings and labelled diagrams.</p> <p>REVIEW - Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Light Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p>Working scientifically PLAN - Ask relevant questions. Begin to make predictions using previous experience. Use a planning structure to group plan.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Make systematic and careful observations. Use 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.</p>	<p>Animals 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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Working scientifically</p> <p>PLAN - Begin to make predictions using previous experience.</p> <p>DO - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>REVIEW - Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Magnets Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Working scientifically</p> <p>PLAN -Ask relevant questions.</p> <p>Begin to make predictions using previous experience. Use different types of scientific enquiries to answer questions.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Record findings using simple scientific language,</p>	<p>Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>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.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Working scientifically PLAN - Ask relevant questions. Begin to make predictions using previous experience. Use a planning structure to group plan.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Make systematic and careful observations. Take accurate measurements (where appropriate) using standard units. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Forces Compare how things move on different surfaces.</p> <p>Working scientifically</p> <p>PLAN - Ask relevant questions. Begin to make predictions using previous experience. Use a planning structure to group plan.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Make systematic and careful observations. Take accurate measurements (where appropriate) using standard units. Gather, record, classify and present data in a variety of ways to help in answering questions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>REVIEW - Report on findings from enquiries including 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.</p>	<p>Light Find patterns in the way that the size of shadows change.</p> <p>Working scientifically</p> <p>Use a planning structure to group plan. Begin to make predictions using previous experience. Set up simple, practical enquiries, comparative and fair tests. Take accurate measurements (where appropriate) using standard units. Gather, record, classify and present data in a variety of ways to help in answering questions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.</p>

		<p>REVIEW - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings.</p>		<p>drawings, labelled diagrams and tables.</p> <p>REVIEW - Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>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.</p> <p>REVIEW - Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>		
--	--	--	--	---	--	--	--

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL
YEAR 4	<p>States of matter Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make predictions using previous experience. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Identify variables in a fair test. Take repeat readings. Create own tables, charts and, with support, line graphs. Decide on criteria for grouping, sorting and classifying.</p> <p>REVIEW - Identify patterns and relationships in data. Explain conclusions in terms of scientific concepts.</p>	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Create own tables.. Decide on criteria for grouping, sorting and classifying.</p> <p>REVIEW - Explain conclusions in terms of scientific concepts.</p>	<p>Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Decide on criteria for grouping, sorting and classifying.</p> <p>REVIEW - Identify patterns and relationships in data.</p>	<p>Electricity 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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make predictions using previous experience. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Identify variables in a fair test.</p> <p>REVIEW - Explain conclusions in terms of scientific concepts.</p>	<p>Living things and their habitat Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Create own tables. Decide on criteria for grouping, sorting and classifying.</p> <p>REVIEW - Identify patterns and relationships in data. Explain conclusions in terms of scientific concepts.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Working scientifically PLAN - Ask a range of relevant questions. Make predictions using previous experience. Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>DO - Set up simple, practical enquiries, comparative and fair tests. Identify variables in a fair test.</p> <p>Take repeat readings. Create own tables, charts and, with support, line graphs.</p>	<p>Living things and their habitat Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Working scientifically Ask a range of relevant questions.</p> <p>Make decisions about the most appropriate type of scientific enquiry to answer questions.</p> <p>Create own tables, charts and, with support, line graphs.</p> <p>Identify patterns and relationships in data.</p> <p>Explain conclusions in terms of scientific concepts.</p>

REVIEW - Identify patterns and relationships in data.

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL
YEAR 5	<p>Materials: 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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Working scientifically PLAN - Ask testable questions. Base predictions on scientific understanding. Plan different types of scientific enquiry.</p> <p>DO - Recognise and control variables where necessary. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Materials: 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>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Working scientifically PLAN - Ask testable questions. Base predictions on scientific understanding. Plan different types of scientific enquiry.</p> <p>DO - Recognise and control variables where necessary. Record data and results of increasing complexity using</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Working scientifically PLAN - Ask testable questions. Base predictions on scientific understanding. Plan different types of scientific enquiry.</p> <p>DO - Recognise and control variables where necessary. 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.</p>	<p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>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>Working scientifically PLAN - Base predictions on scientific understanding Plan different types of scientific enquiry.</p> <p>REVIEW - Report and present findings from enquiries, 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.</p>	<p>Living things and their habitat Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Working scientifically PLAN - Base predictions on scientific understanding Plan different types of scientific enquiry.</p> <p>DO - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, and tables.</p> <p>REVIEW - Report and present findings from enquiries, in oral and written forms such as displays and other presentations.</p>	<p>Animals, including humans Describe the changes as humans develop to old age.</p> <p>Working scientifically DO - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, and tables.</p> <p>REVIEW- Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Animals, including humans Describe the changes as humans develop to old age.</p> <p>Working scientifically Ask testable questions.</p> <p>Base predictions on scientific understanding.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>

	<p>REVIEW - 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.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>	<p>scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>REVIEW - eport 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 Use test results to make predictions to set up further comparative and fair tests.</p>	<p>REVIEW - 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. Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>				
--	---	--	---	--	--	--	--

SCIENCE OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	LONGITUDINAL	
YEAR 6	<p>Living things and their habitat Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working scientifically PLAN - Sort questions raised into types of enquiry. Base predictions on scientific understanding. Independently plan different types of scientific enquiry.</p> <p>DO - Identify which are key variables or cannot be controlled. Select how data is analysed e.g. averages and graph type.</p> <p>REVIEW - Identify and suggest reasons for outlying results and spread of repeated measures. Evaluate their own and others' evidence, recognising limitations.</p>	<p>Variation and evolution 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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Working scientifically PLAN - Independently plan different types of scientific enquiry.</p> <p>DO - Select how data is analysed</p> <p>REVIEW - Evaluate their own and others' evidence, recognising limitations.</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Working scientifically PLAN - Sort questions raised into types of enquiry. Base predictions on scientific understanding. Independently plan different types of scientific enquiry.</p> <p>DO - Identify which are key variables or cannot be controlled. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these. Select how data is analysed e.g. averages and graph type.</p> <p>REVIEW - Identify and suggest reasons for outlying results and spread of repeated measures.</p>	<p>Light Recognise that light appears to travel in straight lines.</p> <p>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>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>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Working scientifically PLAN -Sort questions raised into types of enquiry. Base predictions on scientific understanding. Independently plan different types of scientific enquiry.</p> <p>DO - Identify which are key variables or cannot be controlled.</p> <p>REVIEW - Evaluate their own and others' evidence, recognising limitations.</p>			<p>Animals, including humans 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> <p>Working scientifically PLAN - Sort questions raised into types of enquiry. Base predictions on scientific understanding. Independently plan different types of scientific enquiry.</p> <p>DO - Identify which are key variables or cannot be controlled. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these. Select how data is analysed e.g. averages and graph type.</p> <p>REVIEW - Identify and suggest reasons for outlying results and spread of repeated measures.</p>	<p>Animals, including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Working scientifically Base predictions on scientific understanding. Independently plan different types of scientific enquiry.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these.</p> <p>Select how data is analysed e.g. averages and graph type.</p> <p>Evaluate their own and others' evidence, recognising limitations.</p>

			Evaluate their own and others' evidence, recognising limitations.			Evaluate their own and others' evidence, recognising limitations.	
--	--	--	---	--	--	---	--