

“As unique individuals, we do our best at work and play for the love of God and others.”



7 Year Subject Overview for Science

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year Rec | <p>Ourselves: All about me My body, my senses Healthy eating ELG: .To begin to recognise similarities and differences between themselves and others, .To begin to show curiosity and interest in the features of objects and living things .To begin to describe and talk about what they see Show curiosity about why things happen and how things work</p> | <p>Save the Gingerbread Man: Materials To solve problems To change materials through heating Socks:Light and Dark <small>(Christmas)</small> To learn about material, forces and insulation Light Magic:light To make a dark den to create shadow and use light sources</p> <p>Weather & Seasons</p> | <p>Zarg's World Space To learn about the planets in space . Investigate objects and materials by using all of their senses as appropriate . To learn that there are other planets .To talk about the features of their own immediate environment and how environments might vary from one another. Superhero materials To think about what materials insulate</p> | <p>The potting shed: Find out about crops grown by people in the school community. Growing and naming parts of a plant Pets and vets To think about what animals need to stay healthy</p> | <p>Pirates: Floating and sinking To investigate which materials float and sink To sort materials by using magnets</p> | <p>Food of the seasons: To begin to understand that seasons impact food Begin to understand we need a varied diet Whatever the weather: measuring To make comparison with temperature and weather</p> |
| | | | | | <p>ELG: .To investigate objects and materials by using all of their senses as appropriate .To find out about, and identify, some features of living things, objects and events they observe</p> | |



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| | <p>.To begin to show understanding of cause-effect relations</p> <p>ELG:</p> <ul style="list-style-type: none"> • To begin to look closely at similarities, differences patterns and change. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. | <p>To begin to observe changes as the seasons change</p> <p>To look at light and dark and weather</p> <p>To begin to notice and comment on patterns</p> <p>To show an awareness of change ie the change of materials, the change of the weather and the seasons</p> <p>Begin to explain own knowledge and understanding, and ask appropriate questions of others</p> | <p>ELG:</p> <p>Spring 1 & 2:</p> <p><u>New life & Life cycles animals & plants</u></p> <p>.To begin know about similarities and differences in relation to places, materials and living things</p> <p>.To start to make observations of animals and plants and explain why some things occur, and talk about change</p> <p>.To begin to know where some animals live and understand their natural world and life cycle</p> <p>.To begin to explore and observe natural materials and understand growth, decay and changes over time time (ie plant and animal life cycles: chicks, butterflies, mini beasts)</p> <p>.To show concern for things in their environment ie chicks and butterflies</p> <p>.To begin to notice changes in the seasons and weather</p> <p>.To find out about, and identify, some features of living things, objects and events they observe(butterflies, chickens)</p> <p>Begin to look closely at similarities, differences, patterns and change</p> <p>To explain own knowledge and understanding, and ask appropriate questions of others</p> <p>Ask questions about why things happen and how things work</p> | | | <p>.To look closely at similarities, differences, patterns and change</p> <p>.To begin to ask questions about why things happen and how things work</p> <p>.to confidently talk about the features of their own immediate environment and begin to discuss how environments might vary from one another.</p> <ul style="list-style-type: none"> • Make observations of animals and plants. • Explain why some things occur with animals and plants. • Talk about the way animals and plants change <p>Show curiosity and interest in the features of objects and living things</p> <p>. Describe and talk about what they see</p> <p>. Show curiosity about why things happen and how things work</p> <p>. Show understanding of cause-effect relations</p> | | |
| Year 1 | <p><u>Plants and animals</u></p> <p>Where we live</p> <p>Our Local area</p> <p>Birds and animals</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants. • Identify and describe the basic structure of a variety | <p><u>Celebrations</u></p> <p>Light; music; food</p> <ul style="list-style-type: none"> • Say which part of the body is associated with each sense. • Distinguish between an object and the material from which it is made. | <p><u>Who am I?</u></p> <p>My body; my senses</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body. • Say which part of the body is associated with each sense. <p><u>Working scientifically</u></p> | <p><u>Polar Places</u></p> <p>The expedition; Polar animals</p> <p>Food</p> <ul style="list-style-type: none"> • Identify and name a variety of animals. • Identify and name common animals that are carnivores, herbivores and omnivores. | <p><u>On Safari</u></p> <p>Mini beasts, bugs or invertebrates?</p> <p>Comparing ourselves and invertebrates</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants. • Identify and name a variety of common | <p><u>Holiday</u></p> <p>Get packed</p> <p>By the seaside</p> <p>Protect the environment</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals. • Identify and name a variety of common animals | | |



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| | <p>common flowering plants, including trees.</p> <p><u>Animals (including humans)</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests. • Identify and classify. | <ul style="list-style-type: none"> • Identify and name a variety of everyday materials. • Describe the physical properties of everyday materials. • Identify and describe the basic structure of a variety of common plants. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Identify and classify. • Perform simple tests. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. | <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Identify and classify. • Gather and record data to help in answering questions. | <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals. • Describe the simple properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple properties. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests. • Identify and classify • Use their observations and ideas to suggest answers to questions. | <p>animals, including fish, amphibians, reptiles, birds and mammals.</p> <ul style="list-style-type: none"> • Identify and name common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Gather and record data to help in answering questions. | <p>that are carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals. • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday material on the basis of their simple physical properties. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. |
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| <p>Year 2</p> | <p><u>Our Local Environment</u> Living things; Habitats; Food chains</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited. • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain. • Identify and name different sources of food. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. | <p><u>Materials Monster</u> Meet the materials monster; working with materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials. • Find out how the shapes of solid objects made from some materials can be change by squashing, bending, twisting and stretching. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Observe closely. • Perform simple tests. • To identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. | <p><u>Little MasterChef's</u> Become a master chef; Let's get cooking</p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of humans for survival. • Describe the importance for humans of eating the right amounts of different types of food, and hygiene. • Observe and describe how seeds and bulbs grow into mature plants. • Identify and compare the suitability of a variety of everyday materials for particular uses. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Observe closely. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. | <p><u>Healthy Me</u> Body and mind; Healthy choices; Coughs and sneezes</p> <ul style="list-style-type: none"> • Describe the importance of exercise and eating the right amounts/types of food, and hygiene. • Identify and compare the suitability of a variety of everyday materials. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Observe closely. • Perform simple tests. • To identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. | <p><u>Young Gardeners</u> Young gardeners</p> <ul style="list-style-type: none"> • 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. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. | <p><u>Squash, Bend, Twist and Stretch</u></p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be change by squashing, bending, twisting and stretching. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Observe closely. • Perform simple tests. • To identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. |
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| | <ul style="list-style-type: none"> • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data in answering questions. | | | | | |
| Year 3 | <p><u>Rocks, Soils and Fossils</u> Rocks, Soils and Fossils</p> <ul style="list-style-type: none"> • Compare and group rocks base on appearance and physical properties. • Describe how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations. • Take accurate measurements. • Gather, record, classify and present data in a variety of ways to help in answering questions. | <p><u>Food and our Bodies</u> Food for thought; bones and skeletons; protecting our bones; muscles and joints</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right nutrition and that they cannot make their own food, nutrition comes from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. • Report on findings form enquires, including oral, | <p><u>Light and Shadows</u> Light and reflections; making shadows</p> <ul style="list-style-type: none"> • Recognise that we need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the Sun can be dangerous and there are ways to protect the eyes. • Recognise that shadows are formed when the light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Set up simple practical enquires, comparative and fair tests. • Make systematic and careful observations and take accurate measurements, using | <p><u>How does your garden grow?</u> Plant parts; Let's get growing; flower power</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants. • Explore the requirements of plants for life and growth and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Set up simple practical enquires, comparative and fair tests. • Make systematic and careful observations and take accurate | <p><u>Forces and magnets</u> Forces and magnetism; using magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and groups together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Predicts whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>Working scientifically</u></p> | <p><u>Science in action: The nappy challenge</u> Test centre; Environmental effects</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Make systematic and careful observations and take accurate measurements using a range of equipment. • Gather, record and classify and present data in a variety of ways to help in answering questions. • Ask relevant questions and use different types of scientific enquiries to answer them. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Set up simple practical enquires, comparative and fair tests. • Use scientific evidence to answer questions or to support their findings. |



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| | <ul style="list-style-type: none"> Report on findings form enquires, including oral, written, display or presentations of results and conclusions. | written, display or presentations of results and conclusions. | <p>standard units and a range of equipment.</p> <ul style="list-style-type: none"> Report on findings, form enquires, including oral, written, display or presentations of results and conclusions. Use results to draw simple conclusions. Make predictions for new values, suggest improvements and raise further questions. | <p>measurements, using standard units and a range of equipment.</p> <ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. Report on findings, form enquires, including oral, written, display 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 scientific ideas and processes. Use scientific evidence to answer questions or to support their findings. | <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquires, comparative and fair tests. Make systematic and careful observations and take accurate measurements, using standard units and a range of equipment. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | |
| Year 4 | <p><u>What's that Sound?:</u> How are sounds made? Sound travelling</p> <ul style="list-style-type: none"> Identify how sounds are made, associate some with vibrating. | <p><u>Living Things:</u> Classifying and identifying What's living in our school grounds Saving bee's</p> | <p><u>What's the Matter? :</u> Food changing state; The water cycle</p> <ul style="list-style-type: none"> Compare and group materials according to whether they are solids, liquids or gases. | <p><u>Tremendous Teeth:</u> the digestive system; producers, predators and prey</p> <ul style="list-style-type: none"> Describe the functions of the digestive system. | <p><u>Power It Up:</u> Living with electricity; Let's make circuits; conducting investigations</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. | <p><u>The Big Build:</u> Bridges Building towers Animals big build Big build project</p> <p><u>Working scientifically</u></p> |



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| <ul style="list-style-type: none"> • Recognise vibration travel through a medium to the ear. • Find patterns between pitch and the object that produced it. • Find patterns between the volume and the strength of the vibrations recognise that sounds get fainter as the distance increases. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and take accurate measurements, • Gather, record, classify and present data in a variety of ways to help in answering questions. • Report on findings form enquires, including oral, written, display or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, | <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways . Explore and use classification keys to help group, identify and name a variety of living things in local and wider environment. . recognise that environments can change and that this can sometimes pose dangers to living things. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and take accurate measurements. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. | <ul style="list-style-type: none"> • 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. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and take accurate measurements. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. • Report on findings form enquires, including oral, | <ul style="list-style-type: none"> • Identify the types of teeth in humans and their functions. • Construct and interpret a variety of food chains. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and take accurate measurements. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. • Report on findings form enquires, including oral, written, display or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | <ul style="list-style-type: none"> • Construct a series electrical circuit, identifying and naming its parts. • Identify whether or not a lamp will light in a simple series circuit, based on whether it is part of a loop. • Recognise that a switch opens and closes a circuit and associate this with whether or not a map lights in a series circuit. • Recognise some common conductors and insulator and associate metals with being good conductors. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. | <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquires to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and take accurate measurements. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using scientific language, drawings, labelled diagrams, keys, bar graphs and tables. • Report on findings form enquires, including oral, written, display or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. <ul style="list-style-type: none"> • Identify differences, similarities or changes related to scientific ideas and processes. |
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| | <p>suggest improvements and raise further questions.</p> <ul style="list-style-type: none"> Identify differences, similarities or changes related to scientific ideas and processes. Use scientific evidence to answer questions or to support their findings. | <ul style="list-style-type: none"> Report on findings from enquires, including oral, written, display 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 scientific ideas and processes. Use straight forward scientific evidence to answer questions or to support their findings. | <p>written, display or presentations of results and conclusions</p> <ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to scientific ideas and processes. Use scientific evidence to answer questions or to support their findings. | <ul style="list-style-type: none"> Identify differences, similarities or changes related to scientific ideas and processes. Use scientific evidence to answer questions or to support their findings | | |
| Year 5 | <p>Material World Sorting and grouping materials; Solutions and mixtures</p> <ul style="list-style-type: none"> 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. Know that some material will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. | <p>Let's get Moving Forces of nature; friction; What are simple machines</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, | <p>Growing up and Growing old From baby to old age; Growing up; Growing old</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Working scientifically</p> <ul style="list-style-type: none"> Report and present finding 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>Circle of Life Making new plants; Animal life cycles; making babies</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <p>Working scientifically</p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. | <p>Out of this World Our Solar System; Meet the scientists; day and night</p> <ul style="list-style-type: none"> Describe movement of the 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, Moon's approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the | <p>Amazing Changes Getting a reaction; Real-world reactions</p> <ul style="list-style-type: none"> Demonstrate that dissolving, mixing and changes of 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. |



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| | <ul style="list-style-type: none"> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday material, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. <p>Working scientifically</p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. 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. Identify scientific evidence that has been | <p>slow a smaller fore to have a greater effect.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. 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. Identify scientific evidence that has been | <ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. | <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. | <p>apparent movement of the Sun across the sky.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. 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. Identify scientific evidence that has been | <p>Working scientifically</p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. |
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| | <ul style="list-style-type: none"> • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. | used to support or refute ideas or arguments. | | | used to support or refute ideas or arguments. | |
| Year 6 | <p><u>Electricity</u> Think like an electrician; Changing circuits; Build your own</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variation in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. | <p><u>Healthy bodies</u> Circulatory system; Exercise; Diet and Lifestyle</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system. • Describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. | <p><u>Evolution and Inheritance</u> What can fossils tell us; Inheritance and adaptation; Evolution</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit | <p><u>Light</u> Shadows; reflection; Bending light</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use the ideas that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • 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><u>Classifying living things</u> Classifying animals and plants</p> <ul style="list-style-type: none"> • 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. • Give reasons for classifying plants and animals. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Plan different types of enquiry to answer | <p><u>The Titanic</u> Keeping it afloat; sinking the unsinkable; staying alive</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. • Record data and results of increasing complexity using scientific diagrams |



7 Year Subject Overview for Science

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| | <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. | <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. | <p>their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. | <ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Plan different types of enquiry to answer questions, including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. | <p>questions, including recognising and controlling variable where necessary.</p> <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification key, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present finding 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. Identify scientific evidence that has been used to support or refute ideas or arguments. | <p>and labels, classification key, tables, scatter graphs, bar and line graphs.</p> <ul style="list-style-type: none"> Report and present finding 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. |
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“As unique individuals, we do our best at work and play for the love of God and others.”



7 Year Subject Overview for Science

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