

Intent:

**Learning Outcomes
Knowledge and Skills
To know, to use, to apply...**

**Links to:
Literacy, Numeracy, SMSC,
Gatsby Benchmarks**

Understanding the World of Science and Investigation

Plants, animals, grow, change,

Knowledge Outcomes:

- Beginning to talk about things they have observed such as plants, animals, natural and found objects.
- Developing an understanding of growth and changes over time.

Skill Outcomes:

- Shows active participation.
- Begin to talk about how things work.
- Begin to talk about why things happen (with support).
- Makes comments about aspects of their familiar world such as a place where they live or in the natural world.
- Begins to ask questions about aspects of their familiar world such as a place where they live or in the natural world.
- Shows care and concern for living things and the environment.

English

Talk or write about text/pictures

Ask questions

Answer questions

Develop vocabulary

Maths

Sequence events

SMSC:

Enjoy learning about the world around them.

Enjoy learning about themselves.

Socialise with other pupils and other people.

Use imagination.

Be creative.

Life Processes and Living Things

humans, grow, change, living, body, senses, food, water, grow, move, arms, legs, head, neck, hands, feet, back, healthy,

Knowledge Outcomes:

- Begin to identify simple characteristics of things that are living.
- Understand that animals, including humans, move, feed, grow.
- Begin to relate life processes to animals and plants found in the local environment.
- Begin to understand and know that humans and other animals need food and water to stay alive.
- Begin to know that taking exercise and eating the right types an amounts of food help humans to keep healthy.
- Know the main body parts of humans and animals.

Skill Outcomes:

- With support, compare main body parts of humans and animals.
- Show they can treat animals and humans with care and sensitivity.
- Learn about the senses that enable humans and other animals to be aware of the world around them.

English

Look at pictures

Talk or write about text/pictures

Develop vocabulary

Comprehend

Take part in discussion

Use new vocabulary

Maths

Sequence events

Draw a pictogram

Interpret a pictogram

SMSC:

Enjoy learning about the world around them.

Enjoy learning about themselves.

Socialise with other pupils and other people.

Use imagination.

Be creative.

Materials

Material, wood, plastic, glass, metal, water, and rock, squeeze, bounce, bend, heavy, light,

Knowledge Outcomes:

- Be aware of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Knows what to do with some everyday objects e.g. *that a sponge can be squeezed, ball can be bounced.*

English

Look at pictures

Talk or write about text/pictures

Ask questions

Answer questions

Develop vocabulary

Use new vocabulary

Maths

Draw a pictogram

| | |
|--|---|
| <ul style="list-style-type: none"> • Begin to sort simple objects by their physical properties i.e. bendy, heavy, etc. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Take part in a group sorting activity with support. • Names properties with support and growing confidence using everyday words. • Begin to identify and classify objects made from different materials (pictures and/or actual objects) | <p>Interpret a pictogram Pattern spotting Making connections and comparisons SMSC: Enjoy learning about the world around them. Enjoy learning about themselves. Socialise with other pupils and other people. Use imagination. Be creative.</p> |
| <p>Seasonal Changes</p> <p><i>Spring, Summer, Autumn, Winter, weather, sun, wind, rain, thunder, hail, clouds, flowers, leaves, blossom,</i></p> <p>Knowledge Outcome:</p> <ul style="list-style-type: none"> • Name the seasons. • Begin to describe weather associated with some of the seasons. • Recall some of the seasons. • Begin to notice some seasonal changes in the world around them. • Identify some seasonal changes using photographs. <p>Skill Outcome:</p> <ul style="list-style-type: none"> • Observe some changes across some of the seasons. • Observe weather associated with some of the seasons. • With support, create work outlining what happens within the four seasons. | <p>English Look at pictures Talk or write about text/pictures Ask questions Answer questions Develop vocabulary Use new vocabulary Present information Maths Visualisation Making connections and comparisons SMSC: Enjoy learning about the world around them. Socialise with other pupils and other people. Use imagination. Be creative.</p> |
| <p>Light and Dark</p> <p><i>light, dark, black, bright, night, day, sun</i></p> <p>Knowledge Outcomes:</p> <ul style="list-style-type: none"> • Discuss and read stories of different festivals that use light. • Begin to know we use electricity in school and at home. • Experiment with a range of materials to explore transparent and opaque objects. • Discuss and read stories on dark and light. • Be able to distinguish between light and dark. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • With support, make simple circuits using batteries and wires and a light. • Draw around the shadows they see – children or objects. • Show the different things we do when it is dark and when it is light. • Use objects to show light and dark. | <p>English Decoding Reading with support Talk or write about text/pictures Develop vocabulary Maths Making connections and comparisons Sequence events SMSC: Enjoy learning about the world around them. Socialise with other pupils and other people. Use imagination. Be creative.</p> |
| <p>Working Scientifically</p> <p><i>Observe, watch, look,</i></p> | <p>English Ask questions Answer questions Maths Draw a pictogram/bar/tally</p> |

Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum content:

- 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.

Interpret a pictogram/ bar/tally

SMSC:

Enjoy learning about the world around them.
Socialise with other pupils and other people.
Use imagination.
Be creative.

Intended impact:

By achieving all these outcomes, pupils will develop scientific curiosity and reasoning, which will enable them to begin to access Year 1 Science National Curriculum during their next year of learning.



Intent:

The Science curriculum will develop and nurture pupils' curiosity by not only following the National Curriculum, but also following their questions and interests to hopefully develop a love, passion and appreciation for Science. Pupils will continue to develop their scientific knowledge through carefully planned exciting Science opportunities. Pupils will continue to develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them. Pupils will experience and observe the world around them to deepen prior learning and begin to use simple scientific language.

**Learning Outcomes
Knowledge and Skills
To know, to use, to apply...**

**Links to:
Literacy, Numeracy, SMSC,
Gatsby Benchmarks**

Animals including humans - Human focus

Animal, human, body, senses, living, non-living,

Knowledge Outcomes:

- Identify some parts of the body.
- Name some parts of the body.
- Begin to draw and label some basic parts of the human body.

Skill Outcomes:

- Begin to say which part of the body is associated with some of the senses.
- Sort some living and non-living things.
- Begin to link some of the correct parts of the human body to each sense.

Literacy:

Talk or write about text/pictures

Develop vocabulary

Comprehend

Take part in discussion

Use new vocabulary

Numeracy:

Pattern spotting

Making connections and comparisons

SMSC:

Enjoy learning about themselves

Enjoy learning about the world around them

Materials

material, wood, plastic, glass, metal, water, rock,

Knowledge Outcomes:

- Be aware of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Begin to describe the simple physical properties of a variety of everyday materials.

Skill Outcomes:

- Be aware of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Have an awareness of the link between an object and the material from which it is made.
- Begin to compare a variety of simple everyday materials.
- Begin to group together a variety of simple everyday materials.
- Identify the basic material that an object is made from.

Literacy:

Talk or write about text/pictures

Ask questions

Answer questions

Develop vocabulary

Use new vocabulary **Numeracy:**

Pattern spotting

Making connections and comparisons

SMSC:

Socialise with other pupils and other people

Enjoy learning about the world around them

Seasonal Changes

season, spring, summer, autumn, winter, change,

Knowledge Outcomes:

- Name the seasons.
- Begin to describe weather associated with some of the seasons.
- Begin to know that day length varies with different seasons.
- Begin to suggest the type of weather in each season.

Skill Outcomes:**Literacy:**

Talk or write about text/pictures

Ask questions

Answer questions

Develop vocabulary

Use new vocabulary

Present information

Numeracy:

Sequence events

Know the months of the year (and seasons)

SMSC:

| | |
|--|---|
| <ul style="list-style-type: none"> • Observe some changes across some of the seasons. • Observe weather associated with the four seasons. • Comment on some basic changes in some of the seasons. | <p>Use imagination Be creative Enjoy learning about the world around them</p> |
| <p>Plants</p> <p><i>plant, tree, flower, branch, root, flower, bulb, seed, stem, leaf, petal</i></p> <p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common garden plants. • Begin to describe the basic structure of a variety of common flowering plants. • Name some parts of a plant. • Name some parts of a tree. <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> • Begin to identify the basic structure of some common flowering plants. | <p>Literacy: Talk or write about text/pictures Ask questions Answer questions Develop vocabulary Use new vocabulary Present information and opinions</p> <p>Numeracy: Know the months of the year (and seasons) Measure length/time Sequence events</p> <p>SMSC: Enjoy learning about the world around them Co-operate with others</p> |
| <p>Animals including humans – Animal focus</p> <p><i>carnivore, herbivore and omnivore</i></p> <p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> • Identify a variety of common animals. • Name a variety of common animals • Begin to describe the structure of a variety of common animals (including pets). • Begin to name some animals by what they eat (carnivore, herbivore and omnivore). <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> • Begin to compare the structure of a variety of common animals. • Begin to classify some animals by what they eat (carnivore, herbivore and omnivore). | <p>Literacy: Talk or write about text/pictures Develop vocabulary Comprehend Take part in discussion Use new vocabulary</p> <p>Numeracy: Pattern spotting Making connections and comparisons</p> <p>SMSC: Enjoy learning about themselves Enjoy learning about the world around them</p> |
| <p>Awe and Wonder Science Activities</p> <p><i>observe, measure, sort, test, grow</i></p> <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> • Begin to use their observations and ideas to begin to suggest answers to questions. • Start asking simple questions. • Observing closely • Using simple equipment with support. • Performing simple tests with support. • Identify and classify simple things. • Beginning to gather and record simple data. • Begin to suggest what has been found out (simply). | <p>Literacy: Ask questions Answer questions Give opinion Listen to an opinion Take part in discussion Use new vocabulary Present information and opinions</p> <p>Numeracy: Pattern spotting Making connections and comparisons Interpret a pictogram/ bar/tally</p> <p>SMSC: Enjoy learning about the world around them Co-operate with others</p> |
| <p>Working Scientifically</p> | |

Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum content:

- 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.

Intended impact:

By achieving all these outcomes, pupils will deepen their scientific curiosity and reasoning, which will enable them to strengthen their knowledge of the Year 1 Science National Curriculum during their next year of learning.



Intent:

The Science curriculum will develop and nurture pupils' curiosity by not only following the National Curriculum, but also following their questions and interests to hopefully develop a love, passion and appreciation for Science.

Pupils will continue to develop their scientific knowledge through carefully planned exciting Science opportunities. Pupils will continue to develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them.

Pupils in Year 5 will explore the world around them and begin to raise their own questions. They will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they will begin to notice patterns and relationships. Pupils will ask questions and use simple secondary sources to find answers. Pupils will use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, pupils will record and communicate their findings in a range of ways and begin to use simple scientific language.

Learning Outcomes
Knowledge and Skills
To know, to use, to apply...

Links to:

Literacy, Numeracy, SMSC,

Gatsby Benchmarks

Seasonal Changes

Season, weather, change, time, daylight, night,

Knowledge Outcomes:

- Name the seasons.
- Describe weather associated with some of the seasons.
- Begin to suggest the type of weather in each season.
- Have an understanding that day length varies with different seasons.

Skill Outcomes:

- Observe some changes across the four seasons.
- Observe weather associated with the seasons.
- Comment on some basic changes in the seasons.

Literacy:

Talk or write about text/pictures

Ask questions

Answer questions

Develop vocabulary

Use new vocabulary

Present information and opinions

Numeracy:

Sequence events

Know the months of the year (and seasons)

SMSC:

Use imagination

Be creative

Enjoy learning about the world around them

Materials

material, physical property, compare, group, wood, paper, glass, metal, water, rock

Knowledge Outcomes:

- Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.

Skill Outcomes:

- Identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Begin to distinguish between an object and the material from which it is made.
- Compare a variety of simple everyday materials.
- Group together a variety of simple everyday materials.
- Identify the materials that an object is made from.

Literacy:

Talk or write about text/pictures

Comprehend

Ask questions

Answer questions

Develop vocabulary

Use new vocabulary **Numeracy:**

Pattern spotting

Making connections and comparisons

SMSC:

Socialise with other pupils and other people

Enjoy learning about the world around them

Animals including humans – Human focus

human, animal, body, living, non-living, senses, hearing, ears, sight, eyes, touch fingers, hands, taste, tongue, mouth, smell, nose

Knowledge Outcomes:

- Identify some parts of the body.
- Name some parts of the body.
- Draw and label some basic parts of the human body.

Literacy:

Talk or write about text/pictures

Develop vocabulary

Comprehend

Take part in discussion

Use new vocabulary

Numeracy:

Pattern spotting

Making connections and comparisons

SMSC:

| | |
|--|---|
| <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Say which part of the body is associated with some of the senses. • Sort living and non-living things. <p>Begin to link the correct part of the human body to each sense.</p> | <p>Enjoy learning about themselves</p> <p>Enjoy learning about the world around them</p> |
| <p>Plants</p> <p><i>plants, common, wild, garden, petals, stem, leaf, root, trunk, branches, leaves, flowering,</i></p> <p>Knowledge Outcomes:</p> <ul style="list-style-type: none"> • Identify and name a variety of common, wild and garden plants. • Describe the basic structure of a variety of common flowering plants. • Name the petals, stem, leaf and root of a plant. • Name the roots, trunk, branches and leaves of a tree. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Identify the basic structure of a variety of common flowering plants. | <p>Literacy:</p> <p>Talk or write about text/pictures</p> <p>Ask questions</p> <p>Answer questions</p> <p>Develop vocabulary</p> <p>Use new vocabulary</p> <p>Present information and opinions</p> <p>Numeracy:</p> <p>Know the months of the year (and seasons)</p> <p>Measure length/time</p> <p>Sequence events</p> <p>SMSC:</p> <p>Enjoy learning about the world around them</p> <p>Co-operate with others</p> |
| <p>Animals including humans – Animals focus</p> <p><i>Carnivore, herbivore, omnivore</i></p> <p>Knowledge Outcomes:</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 the structure of a variety of common animals (including pets). • Name some animals by what they eat (carnivore, herbivore and omnivore). <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Compare the structure of a variety of common animals (including pets). • Classify some animals by what they eat (carnivore, herbivore and omnivore). | <p>Literacy:</p> <p>Talk or write about text/pictures</p> <p>Develop vocabulary</p> <p>Comprehend</p> <p>Take part in discussion</p> <p>Use new vocabulary</p> <p>Numeracy:</p> <p>Pattern spotting</p> <p>Making connections and comparisons</p> <p>SMSC:</p> <p>Enjoy learning about themselves</p> <p>Enjoy learning about the world around them</p> <p>Cooperate with others</p> |
| <p>Awe and Wonder Science activities</p> <p><i>observe, test, equipment, measure, record, name, grow</i></p> <p>Skill Outcomes:</p> <ul style="list-style-type: none"> • Use their observations and ideas to begin to suggest answers to questions. • Ask simple questions. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify simple things. • Gathering and recording data. • Begin to suggest what has been found out. | <p>Literacy:</p> <p>Ask questions</p> <p>Answer questions</p> <p>Give opinion</p> <p>Listen to an opinion</p> <p>Take part in discussion</p> <p>Use new vocabulary</p> <p>Present information and opinions</p> <p>Numeracy:</p> <p>Pattern spotting</p> <p>Making connections and comparisons</p> <p>Interpret a pictogram/ bar/tally</p> <p>SMSC:</p> <p>Enjoy learning about the world around them</p> <p>Co-operate with others</p> |

| | |
|---|--|
| <p>Working Scientifically</p> <p>Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum 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. | |
| <p>Intended impact: By achieving all these outcomes pupils will embed their scientific curiosity and reasoning, which will enable them to secure their knowledge of the Year 1 Science National Curriculum during their next year of learning.</p> | |



Intent:

The Science curriculum will develop and nurture pupils' curiosity by not only following the National Curriculum, but also following their questions and interests to hopefully develop a love, passion and appreciation for Science.

Pupils will continue to develop their scientific knowledge through carefully planned exciting Science opportunities. Pupils will continue to develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them.

Pupils in Year 6 will continue to explore the world around them and confidently raise their own questions. They will experience different types of scientific enquiries, including practical activities, and recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and decide how to sort and group them, observe changes over time, and they will be able to notice patterns and relationships. Pupils will ask questions and use simple secondary sources to find answers. Pupils will use simple measurements and equipment to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. Pupils will record and communicate their findings in a range of ways and accurately use simple scientific language.

Learning Outcomes
Knowledge and Skills
To know, to use, to apply...

Links to:

Literacy, Numeracy, SMSC,
 Gatsby Benchmarks

Animals including humans- Humans focus

Leg, arm, elbow, head, ear, nose, back

Knowledge Outcomes:

- Identify parts of the body.
- Identify internal organs.
- Name parts of the body.
- Draw and label the basic parts of the human body.
- Draw and label the main internal organs of the human body.

Skill Outcomes:

- Identify which part of the body is associated with each sense.
- Identify which organ controls which body function.
- Sort living and non-living things.
- Link the correct part of the human body to each sense.

Literacy:

Talk or write about text/pictures
 Develop vocabulary
 Comprehend
 Take part in discussion
 Use new vocabulary

Numeracy:

Pattern spotting
 Making connections and comparisons

SMSC:

Enjoy learning about themselves
 Enjoy learning about the world around them
 Cooperate with others

Animals including humans- Animals focus

Fish, amphibians, reptiles, birds, mammals,

Knowledge Outcomes:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Name animals by what they eat (carnivore, herbivore and omnivore).

Skill Outcomes:

- Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Classify animals by what they eat (carnivore, herbivore and omnivore).
- Sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- Sort living and non-living things.

Literacy:

Talk or write about text/pictures
 Develop vocabulary
 Comprehend
 Take part in discussion
 Use new vocabulary

Numeracy:

Pattern spotting
 Making connections and comparisons

SMSC:

Enjoy learning about themselves
 Enjoy learning about the world around them
 Cooperate with others

Plants**Literacy:**

| | |
|--|--|
| <p><i>Deciduous, evergreen, leaves, flower, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem</i></p> <p>Knowledge Outcomes:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Describe the basic structure of a variety of common flowering plants, including trees. Name the petals, stem, leaf and root of a plant. Name the roots, trunk, branches and leaves of a tree. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> Identify the basic structure of a variety of common flowering plants, including trees. | <p>Talk or write about text/pictures Ask questions Answer questions Develop vocabulary Use new vocabulary Present information and opinions</p> <p>Numeracy: Know the months of the year (and seasons) Measure length/time Sequence events</p> <p>SMSC: Enjoy learning about the world around them Co-operate with others</p> |
| <p>Materials</p> <p><i>identify, classify, record, data, sort, measure, report, group, compare, wood, paper, glass, metal, rock, hard, soft, bendy, rough, smooth,</i></p> <p>Knowledge Outcomes:</p> <ul style="list-style-type: none"> Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> Identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Distinguish between an object and the material from which it is made. Compare a variety of everyday materials on the basis of their simple physical properties. Group together a variety of everyday materials on the basis of their simple physical properties. Explain the materials that an object is made from. | <p>Literacy: Talk or write about text/pictures Comprehend Ask questions Answer questions Develop vocabulary Use new vocabulary</p> <p>Numeracy: Pattern spotting Making connections and comparisons</p> <p>SMSC: Socialise with other pupils and other people Enjoy learning about the world around them</p> |
| <p>Seasonal Change</p> <p><i>Summer, Spring, Autumn, Winter, sun, day, moon, light, dark, night</i></p> <p>Knowledge Outcomes:</p> <ul style="list-style-type: none"> Name the seasons. Describe weather associated with the seasons. Describe how day length varies with different seasons. Suggest the type of weather in each season. <p>Skill Outcomes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe weather associated with the seasons and how day length varies. <p>Comment on changes in the seasons.</p> | <p>Literacy: Talk or write about text/pictures Ask questions Answer questions Develop vocabulary Use new vocabulary Present information and opinions</p> <p>Numeracy: Sequence events Know the months of the year (and seasons)</p> <p>SMSC: Use imagination Be creative</p> |
| <p>Awe and Wonder Science activities</p> <p><i>recognise, question, observe, experiment, test, equipment</i></p> <p>Skill Outcomes:</p> | <p>Literacy: Ask questions Answer questions Give opinion Listen to an opinion Take part in discussion Use new vocabulary</p> |

- Using their observations and ideas to suggest answers to questions.
- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identify and classify things.
- Gathering and recording data to help in answering questions.
- Suggest what has been found out.

Present information and opinions
Numeracy:
 Pattern spotting
 Making connections and comparisons
 Interpret a pictogram/ bar/tally
SMSC:
 Enjoy learning about the world around them
 Co-operate with others

Working Scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum content:

- 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.

Intended impact:
 By achieving all of these outcomes children will have had the opportunity to broaden their Scientific view of the world around them. Pupils will be able to speak about their findings and later write about what they have found. Pupils will have deepened and developed their understating of a range of Scientific ideas. Pupils will have developed their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. During their time in Lower School, pupils will be equipped with the knowledge and skills required to access Year 7 Science.