

Science Scheme of Work – Ashbourne Primary School

Not taught in year 19-20 at school:

Y1 – plants

Y2 – plants, seasonal changes

Y3/4 – plants, forces and magnets

Y4/5 – properties and changes in materials, earth and space

Y6 – light

Covid 19 priorities

The EYFS objectives are included at the end of this scheme of work.

Aims

The national curriculum for science aims to ensure that all pupils:

- ♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- ♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Programme of Study

KS1

Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ 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.

Year 1

Animals including humans

(Y1 and Y2 combined)

- ♣ 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 and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- ♣ notice that animals, including humans, have offspring which grow into adults
- ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday materials

(Y1 and Y2 combined)

- ♣ distinguish between an object and the material from which it is made
- ♣ identify and 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
- ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.
- ♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Seasonal changes - 2020 – 2021 4 short science topics focused on the seasons, seasonal changes and the weather

- ♣ observe changes across the four seasons
- ♣ observe and describe weather associated with the seasons and how day length varies.

Year 2

Plants –

(Y1 and Y2 combined)

- ♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- ♣ identify and describe the basic structure of a variety of common flowering plants, including trees.
- ♣ 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.

Living things and their habitats

- ♣ 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 and 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 microhabitats
- ♣ 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.

Lower KS2

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking relevant questions and using different types of scientific enquiries to answer them
- ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ♣ identifying differences, similarities or changes related to simple scientific ideas and processes
- ♣ using straightforward scientific evidence to answer questions or to support their findings.

Year 3

Plants

Pupils should be taught to:

- ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- ♣ 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
- ♣ 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.

Animals including humans

Pupils should be taught to:

- ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

Pupils should be taught to:

- ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock
- ♣ recognise that soils are made from rocks and organic matter

Light

Pupils should be taught to:

- ♣ recognise that they 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 that there are ways to protect their eyes
- ♣ recognise that shadows are formed when the light from a light source is blocked by an opaque object
- ♣ find patterns in the way that the size of shadows change.

Forces and magnets

Pupils should be taught to:

- ♣ 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 group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- ♣ describe magnets as having two poles
- ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 4

Living things and their habitats

Pupils should be taught to:

- ♣ 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 their local and wider environment
- ♣ recognise that environments can change and that this can sometimes pose dangers to living things.

Animals including humans

Pupils should be taught to:

- ♣ describe the simple functions of the basic parts of the digestive system in humans
- ♣ 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

States of matter

Pupils should be taught to:

- ♣ compare and group materials together, according to whether they are solids, liquids or gases
- ♣ 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)
- ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

Pupils should be taught to:

- ♣ identify how sounds are made, associating some of them with something vibrating
- ♣ recognise that vibrations from sounds travel through a medium to the ear
- ♣ find patterns between the pitch of a sound and features of the object that produced it
- ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it
- ♣ recognise that sounds get fainter as the distance from the sound source increases.

Electricity

Pupils should be taught to:

- ♣ identify common appliances that run on electricity
- ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- ♣ 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

- ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- ♣ recognise some common conductors and insulators, and associate metals with being good conductors.

Upper KS2

Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- ♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ♣ using test results to make predictions to set up further comparative and fair tests
- ♣ reporting and presenting 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
- ♣ identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 5

Properties and changes of materials

Pupils should be taught to:

- ♣ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- ♣ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- ♣ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- ♣ 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.

Living things and their habitats

Pupils should be taught to:

- ♣ 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.

Animals including humans – THIS COULD BE COVERED IN ONE AFTERNOON OR THROUGH PSHE

Pupils should be taught to:

- ♣ describe the changes as humans develop to old age.

Earth and Space – Could be taught with the forces topic in one term if some objectives are combined into one afternoon/taught through reading sessions

Pupils should be taught to:

- ♣ describe the 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 and Moon as approximately spherical bodies
- ♣ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces

Pupils should be taught to:

- ♣ 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, allow a smaller force to have a greater effect.

Year 6

Living things and their habitats

Pupils should be taught to:

- ♣ 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 based on specific characteristics.

Animals including humans – TAUGHT THROUGH PSHE

Pupils should be taught to:

- ♣ identify and name the main parts of the human circulatory system, and 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

Evolution and inheritance

Pupils should be taught to:

- ♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of

years ago

- ♣ 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 their environment in different ways and that adaptation may lead to evolution.

Light

Pupils should be taught to:

- ♣ recognise that light appears to travel in straight lines
- ♣ 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 ♣ 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
- ♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

The teaching of science at Ashbourne Primary will cover all the content of the National Curriculum 2014, and will include a progression of skills.

The elements of working scientifically and using accurate scientific vocabulary are included across the year groups.

Science topics are divided between year groups and, wherever appropriate, cross-referenced with the whole school themes of Well-being, Communication, Diversity, Aspiration and Creativity.

In terms of delivery, some topics may be wholly or partially blocked into full Science days or weeks, while others will need to span weeks to allow time for experiments to work.

During two terms, children's work will be presented in the form of a 'Big Book' for the class, while during each of the other two terms children will record two pieces of work in their topic books. A range of styles and media should be used in the recording of scientific investigations and research.

Extra-curricular opportunities for children to develop talents and interest.

- Eco-council and activities, including Eco-Day.
- Science Day
- STEM Day

Learning in EYFS:

What Science Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for science within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for science.

The most relevant early years outcomes for science are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

Science

30-50 Months	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To observe the effects of physical activity on their bodies.
	Understanding the World	The World	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> To begin to be interested in and describe the texture of things.
40-60 Months	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	Understanding the World	The World	<ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change.
ELG	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	Understanding the World	The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.