QPS Vision Statement

Science

Planning Objectives

Queniborough C.E Primary School **| 1**

*With **JESUS** at our side,*
*We **ACT** with a sense of right and wrong.*
*We show **LOVE** by being kind to everyone.*
*We **WALK** through each day with modesty in all we do.*

Curriculum Intent for science

At Queniborough C of E Primary School we aim to give all students a strong understanding of the world around around them whilst acquiring specific skills and knowledge to help them think scientifically. We also aim to ensure they gain an understanding of scientific processes and an understanding of the uses and implications of science, today and for the future.

Act justly, Love mercy, Walk humbly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Working scientific

<table>
<tr><td>EYFS</td><td colspan="6"></td><td>watch closely
say what is the same/different and why
say when a test is fair and why</td></tr>
<tr><td rowspan="2">Year 1</td><td colspan="6">Seasonal changes
observe changes across the 4 seasons
observe and describe weather associated with the seasons and how day length varies.</td><td rowspan="2">follow instructions to carry out a fair test
begin to use my experience/prior knowledge to make a prediction
collect simple data and talk about results</td></tr>
<tr><td colspan="2">Animals including humans
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.</td><td colspan="2">Plants
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</td><td colspan="2">Everyday materials
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</td></tr>
<tr><td></td><td colspan="6">Seasonal changes
observe changes across the 4 seasons
observe and describe weather associated with the seasons and how day length varies.</td><td>make a prediction using my knowledge and understanding of science
discuss whether a test is fair or not and begin to discuss variables</td></tr>
</table>

Year 2	**Animals including humans** • 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.	**Uses of everyday materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses • compare how things move on different surfaces. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**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. **Plants** • 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.	• record my findings using pictures/tables/equipment to help me

Year 3	**Animals including humans** • 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. **Forces and magnets** • compare how things move on different surfaces • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	**Light** • 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 a solid object • find patterns in the way that the size of shadows change. **Rocks** • 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.	**Plants** • 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.	• plan a fair test from a range of given ideas • choose how to record my results • make a simple conclusion from my results

Year 4	**Animals including humans (teeth)** • 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. **Electricity** • 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.	**States of matter** • 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.	**All living things** • 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. **Sounds** • 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	• design and set up a fair test to answer a specific question • make systematic observations and measurements • make predictions and draw simple conclusions using scientific evidence.

Year 5	**Living things and their habitats** • 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. **Properties and changes of 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 • 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.	**Forces** • 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 **Animals, including humans** • describe the changes as humans develop to old age.	**Space** • 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.	• use my prior knowledge or findings to suggest a prediction for a new, unfamiliar investigation • accurately measure using a variety of scientific apparatus • design an experiment that is fair, safe and sees to investigate a clear variable in a practical way.

Year 6	**Light** • 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	**Living things and their habitats** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. **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 • 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.	**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 • 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.	• plan a scientific line of enquiry and test in a safe way using prior knowledge • use a knowledge of control/independent variable • present my findings in the most useful way and explain why including anomalies